



Gifted Program Manual

JONES COUNTY SCHOOLS GIFTED PROCEDURES

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JONES COUNTY SCHOOLS GIFTED PROCEDURES

General Program Structure

The Jones County Board of Education will assure that an educational environment for gifted students will provide maximum opportunities for students to achieve at levels commensurate with their ability. To this end a county-wide committee for the gifted will demonstrate and document the efficiency and effectiveness of the Jones County Gifted Program. The programs will meet the requirements of GBOE Rule 160-4-2-.38.

Philosophy

In keeping with the State Board of Education's recognition of the need to provide gifted education to students with exceptional abilities, Jones County Schools will provide differentiated curriculum and services for qualified students who demonstrate a high degree of intellectual ability, possess exceptional leadership skills and/or excel in specific academic fields.

The goal of the Jones County Gifted Program is to implement a differentiated curriculum based on the learning needs of the gifted and talented students. The services should 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. This program is designed to challenge each student through a multidimensional teaching approach involving special curricula, enrichment and the acceleration of course content.

Definitions

- **Gifted Student** - a student who demonstrates a high degree of intellectual, and/or creative ability (ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields that need special instruction and/or special ancillary services to achieve at levels commensurate with his or her ability.
- **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.
- **Qualified Evaluators** - individuals with expertise in relevant fields. Anyone who evaluates student products/performances for the purpose of determining gifted program eligibility must have expertise and experience in the specific content area.

Evaluation Schedule

Evaluations are conducted at each Jones County school. These are scheduled by the appointed school level persons

Referrals and Student Eligibility

The referral process will establish the pool of students to be evaluated to determine eligibility for services. There are two types of referrals: automatic referrals and referrals by nomination. If a student is tested and does not meet the criteria, he/she may not be re-referred for two school years. It is recommended that referrals begin in the second grade. Students in kindergarten and first grade with exceptional qualities need to be carefully considered before the referral process begins.

1. Automatic Referral Process

If a system wide normed referenced test is completed, automatic referrals can be made. Using the results of the system wide norm referenced testing, the Jones County Board of Education establishes the 90th percentile on the total battery and the 90th percentile on the total reading or mathematics as the automatic referral score. If a system wide norm referenced test is not completed, automatic referrals can be made using the results from Student Lexile scores, TerraNova assessments, and Star testing.

2. Referrals by Nomination

A student may be referred for consideration for gifted evaluation by any of the following sources:

- A. Teacher or other professional staff knowledgeable about the student
- B. Automatic referral based on standardized test results
- C. Parent
- D. Student
- E. Peer

Referral Process

When the student eligibility team or a designated professional staff member screens nominated students, the eligibility team chairperson or the designated individual will consider all of the information collected during the referral process. It will then be determined whether it is appropriate to proceed with further evaluation after parental permission for evaluation is gathered. Factors to be considered by the team/individual should include the strength of the evidence of the student's advanced learning needs, the date(s) tested and performance levels of any previous gifted program referral, and circumstances which would indicate the validity of assessment results. The eligibility team chairperson or the designated professional staff member will maintain documentation of the decision.

Referral Process Steps:

Step 1:

For all referrals for Gifted Service the following items must be gathered:

1. Teacher Referral Form (see appendix)
2. WOW Portfolio (see appendix)

Step 2:

School Gifted Coordinator reviews and holds a Referral Review Team

Participants include:

1. School Gifted Coordinator
2. Referring Teacher
3. Gifted Teacher if not the same as Gifted Coordinator

Step 3:

If the team determines the evidence supports referral, the team refers for evaluation for Gifted Eligibility.

1. Parental Permission gathered
2. Evaluation is completed within 60 school days after permission
3. Reconvene the Gifted Referral Team
4. Determine Eligibility – Parent Signature Required on all Eligibility Forms

Notification

Each school-level gifted coordinator will notify parents/guardians in writing of the following:

1. Information regarding the gifted education program, referral procedures and eligibility requirements through student handbooks that are provided to every student (located in this handbook).
2. Information concerning initial consideration of a student for gifted education services and of the student's eligibility status after evaluation. Parents/guardians should be afforded an opportunity for a conference to discuss student eligibility criteria and placement.
3. Notification of:
 - the criteria for the continuation of services;
 - the type of service to be provided annually;
 - the teaching methods to be used;
 - the time allotted for the student to receive gifted services;
 - the objectives designed for students to meet; and
 - the manner in which the evaluation of the mastery of these objectives will be conducted.
4. For students on probation: The length of the probationary period in which the student who is in jeopardy of losing gifted services. This shall be the equivalent of one grading period based on the school in which the student is enrolled. The notice shall specify the criteria the student shall meet to continue receiving gifted education services.
5. For students being terminated from the program: The termination of gifted education services in the event that the student fails to meet the continuation criteria. If a student is terminated from the gifted program, he/she may be reconsidered for evaluation one calendar year after termination.

Outside of School System Data

The Jones County School System will consider data regarding a student's eligibility that was gathered and analyzed by a source outside the school system as part of the nomination process. However, the outside data shall not be substituted for data the school generates during the evaluation process and may never be the sole source of assessment data.

Any student who meets the Georgia eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any public school system within the state. Prior to receiving services in Jones County, documentation of eligibility must be received by the school in which the student is enrolled. This documentation must include the names and scores of the tests administered. Any student who transfers from a Georgia public school system to a Jones County School must meet the Jones County criteria for continuation of gifted services. An annual program description and continuation plan must be sent home with transfer students

upon entrance into the program. Students transferring from out of state schools should be strongly considered for evaluation using Jones County Board of Education guidelines.

Students of military families transferring in to Jones County with current gifted eligibility criteria from other states, will continue gifted services immediately. As data is gathered in the Jones County School System, consideration of eligibility will be revisited.

Eligibility Criteria

To be eligible for gifted education services, a student must either (a) score at the 99th percentile (for grades k-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a standardized test of mental ability and meet one of the achievement criteria shown in table 1, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the four areas shown in table 2.

Students who score ≥ 85 -95th percentile on a composite or full scale score or appropriate component score on a standardized mental ability test will be referred to the school psychologist for individual testing.

Students who score ≥ 85 - 89th percentile on the total battery, math, or reading section(s) of standardized achievement tests (norm referenced based) may be referred for additional achievement testing.

Information will be gathered in each of the areas in table 2. Any data used to establish eligibility in one area will not be used to establish eligibility in another area. Any test score used to establish eligibility must be current within two years.

**Table 1
Eligibility Criteria
Rule 160-4-2-.38**

Grade Level	Mental Ability Test Score	Achievement Test Score
K-2	99th percentile on full scale score	≥ 90 th percentile, by age, on total battery score or total reading or total math of a standardized achievement test Or A superior rating (numerical score ≥ 90 on a scale of 1-100) on a student-generated product or performance evaluated and verified by a panel of three or more professionals or experts in field
3-12	≥ 96 th percentile on full scale score	≥ 90 th percentile, by age, on total battery score or total reading or total math of a standardized achievement test Or A superior rating (numerical score ≥ 90 on a scale of 1-100) on a student-generated product or performance evaluated and verified by a panel of three or more professionals or experts in field

**Table 2
Eligibility Criteria**

Mental Ability	Achievement	Creativity	Motivation
<p>≥96th percentile, by age, on a composite/full scale score or appropriate component score of a standardized mental ability test</p> <p>Component scores may be used only in the multiple criteria assessment process</p>	<p>≥90th percentile, by age, on total battery score or total reading or total math of a standardized achievement test</p> <p>Or</p> <p>A superior rating (numerical score ≥90 on a scale of 1-100) on a student-generated product or performance evaluated and verified by a panel of three or more professionals or experts in the field</p>	<p>≥90th percentile, by age, on a total battery score of a standardized creativity test</p> <p>Or</p> <p>A superior rating (numerical score ≥90 on a scale of 1-100) on a student-generated product or performance using a standardized creativity characteristics rating scale</p> <p>Or</p> <p>A numerical score of ≥90 on a structured observation of a performance evaluated by a panel of three or more professionals or experts in a field</p>	<p>GPA of ≥ 3.5 on a 4.0 scale in grades 6-12 (two year average of 3.5 on a 4.0 scale in any core subject including world languages)</p> <p>Or</p> <p>A superior rating (numerical score of ≥ 90 on a scale of 1-100) on a standardized motivational characteristics rating scale or structured observation by a panel of three or more professionals or experts in a field</p> <p>Or</p> <p>A superior rating (numerical score ≥ 90 on a scale of 1-100) on a student generated product or performance evaluated and verified by a panel of three or more professionals or experts in a field</p> <p>No 2 scales for both</p>

Voluntary Inactive Status (“Opt-Out”)

In the event that it becomes necessary to request voluntary inactive status or to “opt-out” of the gifted program, Request for Voluntary Inactive Status form must be submitted to the gifted coordinator at the child’s school. The form includes the reasons leading to the request, how inactive status would resolve the situation, and the amount of time requested for inactive status. Parental permission must be obtained in order for the request to be considered. Students on inactive status will not be eligible to receive gifted services during the stated time period. Reinstatement to active status will require a review of the student’s grades and behavior during the inactive period.

Delivery Models

Because of the nature of education services and the varying needs of gifted students, the Jones County School System will use a combination of all of the models described in this manual. Students enrolled in any model shall spend, at a minimum, five segments per week, or the yearly equivalent, in a gifted education setting.

Instruction for the gifted shall be in one or more of the following content areas: mathematics, science, English language arts, social studies, foreign language, fine arts and vocational/technical education to earn the gifted FTE weight. Gifted students may be accelerated one or more grade levels than their current grade placement in a specific academic area, or they may receive instruction that combines two or more academic areas.

At the high school level, students may opt-out of gifted courses if the courses cannot be scheduled with administrative approval. A written explanation of the reason for the opt-out as S

Direct Services

Direct Services to identified gifted students by gifted education are provided in a variety of delivery models. Students being served by their endorsed teachers spend a minimum of five (FTE) segments per week in the gifted classes. The following are the most commonly used models in Jones County.

- **Resource Class (K-12)** - All students must have been identified as gifted by Georgia State Board of Education criteria. The teacher must have the gifted endorsement. The curriculum must have an academic content foundation, while focusing on interdisciplinary enrichment activities. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level. Gifted students may receive no more than ten segments per week of resource class service.
NOTE- At the elementary level, students who qualify for the gifted program will be served one day a week in a resource setting. When students are served in the resource setting, they are not responsible for missed daily assignments in the regular classroom. Special circumstances may necessitate making up assignments such as special projects and/or tests. However, each situation needs to be carefully considered and the assignments should not be punitive for the students in the gifted program.
- **Advanced Content Class (6-12)** - Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. Students who are not identified as gifted, but who have demonstrated exceptional ability and motivation in a particular content area, may be included. Criteria and guidelines that identify students who will be successful with the advanced curriculum to be offered in these classes will be determined at the school level. Identified gifted students will also be required to meet the specific achievement criteria.
Identified gifted students in the advanced content class may be counted at the gifted weight only if (a) the maximum size specified for gifted resource classes in State Board Rule 160-5-1-.08 CLASS SIZE is observed; (b) a description of the 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) is developed and maintained by the local board of education; and (c) the teacher has the following qualifications:

- **Advanced Placement (AP) Courses** - The teacher must have the appropriate content area certification. In addition, the teacher must (a) have been trained by the College Board in that specific AP course and have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students; or (b) have the gifted endorsement.
- **International Baccalaureate (IB) Courses** - The teacher must have the appropriate content area certification. In addition, the teacher must (a) have been trained by the International Baccalaureate Program in that specific IB subject area and have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students; or (b) have the gifted endorsement.
- **Honors Courses** - The teacher of a locally developed honors course curriculum must have the appropriate content area certification and the gifted endorsement in order to count the gifted students in the class at the gifted FTE weight.
- **Cluster Grouping (K-12)** - Identified gifted students are placed as a group into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level. To count any gifted student at the gifted weight when this delivery model is used, the regular classroom teacher must have the gifted endorsement. One or two segments per day provided in this setting may be counted at the gifted weight if the teacher documents the curriculum modifications he/she has made for the gifted students by way of (a) separate lesson plans and (b) individual student contracts which show the:
 - a. Reason(s) why that particular student needs an advanced curriculum in that particular content area (e.g., pretest grades);
 - b. Learning objectives for the gifted student;
 - c. Alternative activities in which the gifted student will be engaged;
 - d. Dates and amount of time (in segments) the student will be engaged in the higher-level activities; and
 - e. Means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).
- **Joint Enrollment & Postsecondary Options (9-12)** - High school students may be enrolled in college, university, or technical school courses. Students enrolled in such courses receive both high school and college credits, and this instruction may serve as the gifted instruction local districts are required to provide for qualified students. Note that present rules indicate FTE funding generated while away from the regular school campus will be awarded to the post-secondary institution. Students served through joint enrollment must meet state regulations for attendance and must be present on the secondary campus for at least three instructional segments. The student must have an individual student contract which shows:
 - the reason(s) why he/she needs a more advanced curriculum than could be provided on the high school campus,
 - the learning objectives for the gifted student,
 - the dates and amount of time (in segments) the student will participate in the joint enrollment arrangement, and

- the means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

Certification

Personnel working full time as teachers of the gifted must hold a professional certificate and must, prior to beginning work in the area of the gifted, meet gifted certification requirements. Teachers of the gifted must attend professional development activities designed to increase subject matter knowledge of teaching gifted education, improve the use of curricula, instructional strategies, and assessment measures appropriate for gifted and talented students. Local Board Policy requires all professionally certified personnel to earn a minimum of (2) two Professional Learning Units or (1) one PLU and ten (10) contact hours or equivalent quarter (10) or semester hours (6) annually.

Resource Personnel

In working with gifted students, the teacher of the gifted should coordinate activities with the school principal, school psychologist/psychometrist, guidance counselor, regular education teacher(s), media specialist(s), paraprofessional(s) and community agencies. These personnel, as a team, can assure the full implementation of a differentiated curriculum for each gifted student.

Data Collection

The system coordinator for gifted services will collect and maintain statistical data on the number of students referred for evaluation for gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. The data shall include grade level, gender, and ethnic group of the students.

Overall Program Evaluation

The Jones County Instructional Committee will annually evaluate the gifted education services to determine the effectiveness of the services for individual learners. The committee will revise the administrative procedures as warranted and will make recommendations about service delivery. Whenever administrative procedure changes are made, an updated copy will be submitted to the GA DOE.

Curricular Considerations

Gifted services must meet state objectives while providing a differentiated curriculum based on the assessed needs of the students. The GBOE student competencies, the GSE standards, Georgia Board of Education approved curriculum courses and curriculum guides, and Jones Board of Education approved curriculum guides will form the foundation for the gifted curriculum. Such a curriculum should include more elaborate, complex, and in-depth study of major ideas, problems, and themes than would be ordinarily available in the regular classroom. The curriculum should enable students to reconceptualize existing knowledge and to generate new knowledge.

Principles of a Differentiated Curriculum for the Gifted & Talented

- Present content that is related to broad-based issues, themes or problems.
- Integrate multiple disciplines into the area of study.

- Present comprehensive, related and mutually reinforcing experiences within an area of study.
- Allow for in-depth learning of a self-selected topic within an area of study.
- Help the students develop independent or self-directed study skills.
- Help the students develop productive, complex, abstract and higher level thinking skills.
- Focus on open-ended tasks.
- Help the students develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.
- Encourage the development of products that use new techniques, materials and forms.
- Encourage the development of products that examine existing ideas and produce “new” ideas.
- Encourage the development of self-understanding, i.e., recognizing and using one’s abilities, becoming self-directed, and appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced, and/or standardized instruments.

Developed by N/S-LTI-CIT Curriculum Council (James J. Gallagher, Sandra N. Kaplan, Harry Passow, Joseph Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickles). From In service Training Manual Activities for Developing Curriculum for the Gifted Talented (p.5) by Sandra Kaplan, Ventura, C.A; Ventura County Superintendent of Schools Office/National/State Leadership Training Institute on the Gifted and the Talented. Copyright 1979 by publisher. Reprinted with permission.

Curricular considerations will include extending competencies in cognitive skills, learning skills, research and reference skills, communication skills, and metacognitive (“habits of mind”) skills.

Skill areas in which skills basic to gifted education will be taught:

- **Area I - Cognitive Skills**

The gifted education services will teach students to develop cognitive skills such as innovative thinking, citizenship and leadership development. Components of innovative thinking include developing and practicing the use of fluency, flexibility, originality and elaboration. These four components may be defined as follows.

- Fluency - the amount of knowledge in a variety of contents, i.e., if a person is considered fluent in a foreign language, he/she knows a great many words and is able to use them effectively.
- Flexibility - the ability to change perspective
- Originality - productions unique to the referent group, and
- Elaboration - additions to content already known, including more complexity and more sophistication than might be expected for that age or grade student.

Problem solving and decision-making are taught to gifted students not only through word problems in logic and skills in research, but through investigating “real world” problems, i.e., community concerns in construction and development, ecological concerns with clean environments, historical concerns in preserving heritage, and other similar types of problems. The gifted education services provide an application of skills learned in the classroom toward rational decision making, i.e., getting information and facts prior to actually making a decision and understanding the consequences of a decision. Critical thinking includes having students develop and practice not only inductive and deductive reasoning, but analytical thinking as well. Citizenship and leadership development

include understanding leadership, how leadership potential is developed, and how to improve good group discussions.

▪ **Area II: Learning Skills**

Gifted education services will teach students how-to-learn skills that will help students be better able to function independently in a productive manner. Such skills include listening, observing and perceiving; information skills such as outlining, interviewing and surveying; and skills in analyzing and organizing data.

▪ **Area III: Research and Reference Skills**

These skills are of particular importance to gifted students as they prepare for independent investigations. Conducting such investigations requires using resources in all formats. Students need to be taught planning skills, interpretive skills and skills that involve processes of finding, evaluating and using information. Mastery of these skills should help gifted students become functional in the following types of research:

- historical - objective reconstruction of the past,
- developmental - concerns changes, patterns, trends, sequence and continuity involving people,
- descriptive - consistent and systematic description involving qualifications,
- case and field - intense study of an individual, group or institution,
- correlational - comparison between one set of quantitative data and another to investigate relationships,
- action research - looking for improvement in skills, methods, problem solving, etc.,
- quasi-experimental - attempts to construct a true experiment in a setting that does not allow exact control of all variables,
- true experimental - looks at cause and effect with experimental and random groups, and
- Causal-comparative - looks at or observes “what is” and then examines data to find possible causes.

Adapted from Up Periscope! Research Activities for the Academically talented Student (grades K-4) by Dallas Independent School District, Dallas, Texas. Copyright 1977 by publisher.

By the end of the eighth grade, all gifted students will have mastered the specified nine types of research, the students should use specialized resources not a part of a school media collection. Opportunities for locating public and college library materials and using specialized references will add a necessary dimension to gifted education. The Internet will provide opportunities for varied research.

▪ **Area IV: Communication Skills**

Gifted students may have some of the most innovative ideas or viable solutions to complex problems, but if they are unable to clearly, succinctly and accurately communicate those ideas to others, then their ideas and solutions are for naught. They must be taught interpretation and preparation of visual communication such as slides, video tapes, overheads and computer presentations; oral communication skills in public-speaking, debate, and lecture; and written communication skills including word processing.

▪ **Area V: Metacognitive Skills**

Robert Marzano (1994), in *Assessing Student Outcomes*, defines “habits of mind” as “habits used by critical, creative, and self regulated thinkers. Ultimately, developing mental habits that will enable individuals to learn on their own whatever they want or need to know at any point in their lives is probably the most important goal of education.” These habits of mind are metacognitive skills and include such things as being clear and seeking clarity, evaluating the effectiveness of one’s own actions, pushing the limits of one’s knowledge and abilities, and engaging intensely in tasks even when answers or solutions are not readily apparent.

JONES COUNTY SCHOOLS PROGRAM FOR GIFTED STUDENTS

Facilitator Duties and Responsibilities

The following is a list of some of the duties and responsibilities for a facilitator working with a student on a contract.

1. To develop a contract for each student in conjunction with the regular teacher.
2. To facilitate the implementation of the contract by being available:
 - A. To gather materials,
 - B. To work with individual students or small groups of students in the classroom or another area, and
 - C. To work cooperatively with the regular teacher in the classroom.
3. To meet weekly with the regular teacher to check the progress of the students and to determine the need for assistance.
4. To be available daily at a designated time in a designated place to assist students and/or teachers.
5. To attend bi-annual meeting of Gift Facilitator and Gifted Teacher Meetings for the purpose of professional learning through structured dialog on Best Practices and Sharing Curriculum Lessons and Units.
6. Provide Professional learning to the school based faculty at least yearly on the nature and needs of the Gifted Learner.

JONES COUNTY SCHOOLS PROGRAM FOR GIFTED STUDENTS

Referral and Placement Guidelines

A student may be referred by any of the following sources:

- A. Teacher or other professional staff knowledgeable about the student
- B. Automatic referral based on standardized test results
- C. Parent
- D. Student
- E. Peer

Parents, students or peers will complete the appropriate referral and submit it to the gifted specialist or other personnel designated by the school principal. The gifted specialist or designee will give a referral form to the student's teacher. When all referral forms have been completed, an eligibility team or a designated professional staff member will screen nominated students to determine if further evaluation is warranted. Referral for further evaluation will be based on a preponderance of evidence.

If an eligibility team is used, it will consist of the following members. The school principal will appoint the committee chairperson. The team must include:

- A. School Gifted Coordinator
- B. School Gifted Teacher
- C. Student's regular education

The team may include additional members including:

- A. School Administrator
- B. Central Office Administrator
- C. Other members as deemed appropriate, such as parent(s), student, special education teacher, etc.

After all the evaluations have been completed, the eligibility team or a designated professional staff member will complete the eligibility report. A recommendation will be made based on the information contained in the report. The parents must be notified of the final recommendation.

If a student is recommended for gifted services, permission to place form, an annual program description, and a continuation plan must be completed and sent home. The annual program description must be specific to the identified learning area of the student. Services will begin once written parental permission is received by the school.

Gifted education services will be evaluated annually to determine the effectiveness of the services for each student. The teacher providing gifted services, in conjunction with the regular classroom teacher(s) and the school coordinator, will complete an annual program description. A copy of the annual program description should be sent home each year.

If a student's continued placement is in question, the eligibility team should schedule a meeting and invite the parents/guardians of the student. The team will meet to develop a plan for improvement. The plan of improvement will be based upon a documented problem(s) by the teacher of the gifted and the regular classroom teacher. If parents do not attend the meeting, they are to be notified in writing when a student is placed on probation. A student will remain in the gifted program while on probation unless the eligibility team determines that it is not in the best interest of the student.

In the event that it becomes necessary to request voluntary inactive status or to "opt-out" of the gifted program, Request for Voluntary Inactive Status form must be submitted to the gifted coordinator at the child's school. The form includes the reasons leading to the request, how inactive status would resolve the situation, and the amount of time requested for inactive status. Parental permission must be obtained in order for the request to be considered. Students on inactive status will not be eligible to receive gifted services during the stated time period. Reinstatement to active status will require a review of the student's grades and behavior during the inactive period.

A student experiencing difficulty should be referred to the eligibility team at any time of the school year as problems arise.

If a student is tested and does not meet the criteria, he/she may not be re-referred for two school years. It is recommended that referrals begin in the second grade. Students in kindergarten and first grade with exceptional qualities need to be carefully considered before the referral process begins.

JONES COUNTY SCHOOLS PROGRAM FOR GIFTED STUDENTS

Continuation Plan

The performance of students in the gifted program will be evaluated annually by the local school eligibility team. Each school's gifted coordinator or a designated professional will be responsible for reviewing grades after report cards are issued. A student who has been officially placed in the gifted program will be eligible to remain in that program for as long as he/she meets the continuation criteria.

1. Satisfactory performance in gifted education classes.

If a student does not perform satisfactorily in gifted classes, he/she is placed on probation for one grading period, or a period of time determined by the eligibility team. The eligibility team will meet to develop a plan for improvement including interventions to support this improvement. Parents are to be invited to the meeting. The plan of improvement will be based upon documented problem(s) by the teacher of the gifted and the regular classroom teacher. If parents do not attend the meeting, they are to be notified in writing when a student is placed on probation. A student will remain in the gifted program while on probation unless the eligibility team determines that it is not in the best interest of the student.

At the end of the designated term of probation, the eligibility team will reconvene to recommend termination or continuation in the program. Parents are to be invited to the meeting. The decision will be based upon performance as measured by criteria written into the plan for improvement. Re-entry is provided when a student meets the requirements of the plan for improvement for the designated grading period. If parents do not attend the meeting, they are to be notified in writing concerning the final decision of the eligibility team.

Students who have been dismissed from the program can be referred for consideration for gifted testing after one calendar year. They must meet the eligibility criteria in place at the time of re-entry. Test scores used should be the most recent scores available and should not be over two years old. A student may not qualify on the same test scores that qualified him/her for initial services.

**JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS**

Maximum Class Size

The following information is taken from DOE rule 160-5-1-.08.

Elementary Resource (K – 5) 17 students

Middle School Resource (6-8) 21 students

High School Resource 21 students

Maximum class size does not apply to the facilitator model.

Paraprofessionals may not be used to reduce class size.

JONES COUNTY SCHOOLS PROGRAM FOR GIFTED STUDENTS

Handbook Information

The following information should be included in all Jones County student handbooks:

The Jones County School System provides services for all qualified gifted and talented students in grades K-12. The goal of the gifted program is to implement a differentiated curriculum based on the learning needs of the gifted and talented students.

A student may be referred for consideration for gifted evaluation by any of the following sources:

- A. Teacher or other professional staff knowledgeable about the student
- B. Automatic referral based on standardized test results
- C. Parent
- D. Student
- E. Peer

Evaluations are conducted throughout the school year. To obtain a referral form or to discuss the referral process, contact the gifted teacher or principal at your child's school.

Eligibility for the gifted program is based on multiple criteria. Information for each child will be gathered in the areas of mental ability, creativity, achievement and motivation. When the information has been gathered, all information is reviewed to determine eligibility.

At the elementary level, students who qualify for the gifted program will be served one day a week in a resource setting. When students are served in the resource setting, they are not responsible for missed daily assignments in the regular classroom. Special circumstances may necessitate making up assignments such as special projects and/or tests. However, each situation needs to be carefully considered and the assignments should not be punitive for students in the gifted program.

JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Withdrawal Form

Student's Name _____ School Year _____

Student's ID Number _____ School _____

Date Withdrawn _____

Reason for Withdrawal

Moved out of district

Did not meet the terms of his/her probationary period (Continuation Criteria)

Parent/Guardian withdrawal

Signatures:

District Level Representative _____

School Administrator _____

Classroom Teacher _____

Teacher of Gifted _____

JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Annual Program Description

Student's Name _____ School Year _____

Student's ID Number _____ School _____

Date _____

Based on the strengths identified in the gifted evaluation process, the following services are recommended for this student.

Delivery Model:

- _____ Resource Class _____ **X** _____ Advanced Content
- _____ Facilitator Model _____ Collaborative Teaching
- _____ Mentorship/Internship

Curriculum Focus:

The curriculum will center around the areas of math, language arts, science, and social studies. We will focus on interdisciplinary enrichment activities.

Learning Environment/Hours of Contact:

Gifted students will be grouped with other gifted students for five segments per week and will be led by a gifted specialist.

Content Modifications/Objectives:

The overall aim of the gifted program 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/experiences of the regular classroom.

Enrichment:

The curriculum will meet the state dictated requirements while providing a differentiated curriculum based on the needs of individual learners.

Evaluation:

The progress of each student will be evaluated in the following skills areas: learning, thinking, research, interpersonal, responsibility, and communication. Rubrics will be used to help monitor projects and daily work. A nine-week report will be sent home for each grading period to notify parents of the performance of their children. Conferences are welcome.

Signatures:

District Level Representative _____

School Administrator _____

Classroom Teacher _____

Teacher of Gifted _____

JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Annual Program Description

Student's Name _____ School Year _____

Student's ID Number _____ School _____

Date _____

Based on the strengths identified in the gifted evaluation process, the following services are recommended for this student.

Delivery Model:

_____ Resource Class _____ Advanced Content

_____ Collaborative Teaching _____ Cluster Grouping

_____ Mentorship/Internship

Curriculum Focus:

Learning Environment/Hours of Contact:

Content Modifications/Objectives:

Enrichment:

Evaluation:

Signatures:

District Level Representative _____

School Administrator _____

Classroom Teacher _____

Teacher of Gifted _____

Parent _____

The parent's signature acknowledges receipt of the Annual Program Description.



Jones County Schools Gifted Education Program Elementary Report Card



Student _____

Homeroom Teacher _____

Grade _____

Gifted Education Teacher _____

Grading Period: _____

Grading Key: 1 = superior 2 = very good 3 = satisfactory
 4 = needs improvement 5 = unsatisfactory

Skill Areas & Examples:

Learning
 (observes, listens, acquires/inquires)

Thinking
 (interprets, infers, predicts)

Research
 (library skills, note taking, outlining)

Interpersonal
 (works well alone and in groups)

Responsibility
 (manages time, completes assignments)

Communication
 (oral and written)

Comments:

Parent's Signature / Date: _____

Student's Signature / Date: _____



Jones County Schools

**JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Eligibility Recommendation**

Date : _____

Student's Name: _____ Gender: _____ Race : _____

School _____ Grade: _____ Teacher: _____

Referred by: _____

_____ Automatic referral (Test: _____ Reading _____ Math _____ Total _____)

_____ Teacher

_____ Parent

_____ Peer

_____ Self

Committee's Decision:

_____ Referred for evaluation

_____ Not referred for evaluation

Rationale for Decision:

Signatures:

District Level Representative _____

School Administrator _____

Classroom Teacher _____

Teacher of Gifted _____

**JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Facilitator Contract**

Date :

Student's Name:

School:

Grade:

Homeroom Teacher:

Contract Period:

1. Objective(s):

2. Activities:

3. Product(s):

4. Evaluation:

Signatures:

Classroom Teacher _____

Teacher of Gifted _____

Student _____

**JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
GIFTED ELIGIBILITY REPORT**

Date: _____

Student's Name: _____

DOB: _____

School: _____

Teacher/Grade: _____

AREA	INSTRUMENT		SCORE	DATE	REQUIREMENT	CRITERION Met?		
Mental Ability	CogAT:	Verbal			≥ 96 %ILE	YES		
		Quantitative						
		Nonverbal						
		Composite						
	WISC V RIAS	Only given by School Psychologist				NO		
	TONI 4							
	KBIT 2							
	KBAC II							
Achievement	ITBS (formF)	Total Reading			≥ 90 %ile	YES		
		Total Math						
		Total Battery						
							or	NO
	SAT							
	PSAT							
	WIAT III							
	FCAT							
	Stanford 10							
	KTEA 3							
	WRAT-3							
	Other:							
Creativity	CAP				≥ 90 %ile	YES		
	PCA							
	TTCT							
	FIGURAL							
Motivation	Hawthorne				≥ 90 %ile	YES		
	GPA							
	CAIMI (4-8)							
	Other:							

Committee Decision: _____ Eligible for Gifted Services _____ Segments per week
 _____ Not Eligible for gifted services at this time

Signatures:

District Level Representative: _____ Gifted Teacher _____

School Administration: _____ Classroom Teacher _____

To be eligible for gifted education services, a student must either (a) score at the 99th percentile (for grades k-2_ or the 96th percentile for grades (3-12) on the composite or full scale score of a standardized test of mental ability and meet one of the achievement criteria shown in the table above, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the four areas shown in the table above. Students who score ≥90-95th percentile on a composite or full-scale score or appropriate component score on a standardized mental ability test may be referred to the school psychologist for individual testing. Students who score ≥85-89th percentile on the total battery, math, or reading section(s) of standardized achievement tests (norm referenced based) may be referred for additional achievement testing

Gifted Folder Checklist

Date(s) Evaluated	
Teacher Referral Form	
Eligibility Team Minutes	
Permission to Evaluate	
Testing Instruments	
Eligibility Report	
Date Qualified If Applicable	
Permission for Placement If Applicable	
Annual Program Description If Applicable	

Date(s) Evaluated	
Teacher Referral Form	
Eligibility Team Minutes	
Permission to Evaluate	
Testing Instruments	
Eligibility Report	
Date Qualified If Applicable	
Permission for Placement If Applicable	
Annual Program Description If Applicable	

Date(s) Evaluated	
Teacher Referral Form	
Eligibility Team Minutes	
Permission to Evaluate	
Testing Instruments	
Eligibility Report	
Date Qualified If Applicable	
Permission for Placement If Applicable	
Annual Program Description If Applicable	

Date(s) Evaluated	
Teacher Referral Form	
Eligibility Team Minutes	
Permission to Evaluate	
Testing Instruments	
Eligibility Report	
Date Qualified If Applicable	
Permission for Placement If Applicable	
Annual Program Description If Applicable	

Date(s) Evaluated	
Teacher Referral Form	
Eligibility Team Minutes	
Permission to Evaluate	
Testing Instruments	
Eligibility Report	
Date Qualified If Applicable	
Permission for Placement If Applicable	
Annual Program Description If Applicable	

Date(s) Evaluated	
Teacher Referral Form	
Eligibility Team Minutes	
Permission to Evaluate	
Testing Instruments	
Eligibility Report	
Date Qualified If Applicable	
Permission for Placement If Applicable	
Annual Program Description If Applicable	

Date(s) Evaluated	
Teacher Referral Form	
Eligibility Team Minutes	
Permission to Evaluate	
Testing Instruments	
Eligibility Report	
Date Qualified If Applicable	
Permission for Placement If Applicable	
Annual Program Description If Applicable	

Date(s) Evaluated	
Teacher Referral Form	
Eligibility Team Minutes	
Permission to Evaluate	
Testing Instruments	
Eligibility Report	
Date Qualified If Applicable	
Permission for Placement If Applicable	
Annual Program Description If Applicable	

**Jones County Schools
Gifted Education**

Student's Name _____ Date _____

School _____ Grade _____

Please put a checkmark in the right-hand column if the information has been completed and is in the folder.

Teacher Referral Form	
Eligibility Team Minutes	
Permission to Evaluate	
Testing Instruments	
Eligibility Report	
Annual Program Description	

Comments:

Please attach this document to the inside cover of the testing folder.

**Jones County Schools
Gifted Education**

Student's Name _____ Date _____

School _____ Grade _____

Please put a checkmark in the right-hand column if the information has been completed and is in the folder.

Teacher Referral Form	
Eligibility Team Minutes	
Permission to Evaluate	
Testing Instruments	
Eligibility Report	
Annual Program Description	

Comments:

Please attach this document to the inside cover of the testing folder.

JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Notification of Consideration and Permission to Evaluate

Date _____

School: _____

Dear Parent/Guardian,

Your child, _____, is being considered for the Jones County Program for Gifted Students. The referral is based upon the following:

_____ Test Scores

_____ Referral by _____

To determine your child's eligibility, the eligibility team needs your consent to proceed with the formal evaluation process. Your child will be evaluated in the areas of mental ability, achievement, creativity and motivation.

When the evaluation is completed, you will be notified in writing of your child's eligibility status and service recommendations. You will be given an opportunity to discuss your child's status and the recommendations.

If you have any questions, please call me at _____.

Sincerely,

Teacher of Gifted

Please sign and return this form to your child's teacher.

_____ Yes, I agree to this evaluation process, including the administration of any test.

_____ No, I do not agree to the evaluation process.

Parent/Guardian's Signature _____

Date _____

**Jones County Schools
Program for Gifted Students**

Notification of Ineligibility

Date _____

School _____

Dear Parent/Guardian:

Your child was referred for evaluation for the gifted program. The Eligibility Committee has scored and reviewed the testing data and completed the process. According to the Georgia Department of Education guidelines, your child does not meet eligibility requirements.

Please encourage your child to continue the excellent academic achievement that contributed to the decision to refer for testing. Another referral for consideration to be tested for gifted may be made again in two calendar years.

Enclosed is an unsigned copy of the eligibility report that lists the test scores and cut-off information. The original report has been forwarded to the Central Office for appropriate signatures and will remain on file. If you would like to meet and discuss the evaluation, please contact _____ at _____ . I would be happy to meet and review the testing instruments used in the evaluation and discuss ways that you can further enrich your child's education.

Sincerely,

Teacher of Gifted
Jones County Schools

JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Notification of Placement Review

Date _____

School: _____

Dear Parent/Guardian,

Your child, _____, is experiencing difficulty in the Program for Gifted Students as demonstrated by the following:

A meeting has been scheduled for _____ at the school to discuss your child's continued placement in the program.

Enclosed is a copy of the continuation plan which you received at the time of your child's placement. Please contact me at the school if you have any questions. I look forward to seeing you on the above date
Sincerely,

Teacher of Gifted

Please sign and return this form.

____ Yes, I will attend the conference as scheduled.

____ No, I will not attend the scheduled conference. Please send me minutes of the meeting.

____ I am unable to attend at the scheduled time, but do wish to attend the meeting. Please call me at _____ to reschedule.

Parent/Guardian's Signature _____

Date _____

JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Parental Request to Remove Student

Student's Name _____ School Year _____

Student's ID Number _____ School _____

Date of Request _____

As the parent/guardian of _____, I have decided to remove my child from the gifted program. I understand that my child may not be referred for consideration for gifted evaluation for one calendar year. If referred, my child must meet the eligibility criteria in place at the time of testing in order to be placed in the gifted program. I understand that my child will not have a differentiated curriculum.

Signatures:

Parent/Guardian _____

District Level Representative _____

School Administrator _____

Classroom Teacher _____

Teacher of Gifted _____

JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Permission for Placement

Date _____

School: _____

Dear Parent/Guardian,

Your child, _____, is eligible for placement in the Jones County program for gifted students. After receipt of your signed consent, services will begin on _____ for _____ hours per week.

Enclosed is a copy of your child's Annual Program Description which describes his/her gifted program. A copy of the criteria for continued placement is attached.

Your child's progress will be reviewed annually and a decision will be made regarding continuation in the program. If your child is being considered for withdrawal from the gifted program, you will be notified in writing prior to any changes.

If you have any questions, please call me at _____.

Sincerely,

Teacher of Gifted

Please sign and return this form to your child's teacher.

_____ Yes, I agree to my child's placement in the Jones County program for gifted students.

_____ No, I do not agree for my child to participate in the gifted program.

Parent/Guardian's Signature _____

Date _____

**JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Plan of Improvement Contract**

Student's Name: _____ Date: _____

DOB: _____ ID#: _____ School: _____

Due to your child's unsatisfactory performance in the regular and/or gifted class, placement in the gifted program is in jeopardy. As of the date listed above, your child is on probation for the gifted program. During the probationary period, your child will have the opportunity to demonstrate improvement in the areas identified in this contract. The contract will be in effect from _____ to _____. At the end of the probationary period, continued placement in gifted will be determined based on the performance of the student.

Descriptors of Unsatisfactory Performance	Evaluation Procedures	Improvement Indicators

Additional comments or recommendations: _____

Will the student will remain in the gifted program during the probationary period? If not, please explain the rationale behind the decision.

Signatures:

District Level Representative _____ Teacher of Gifted _____

School Administrator _____ Parent _____

Classroom Teacher _____

JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Notification of Successful Probation

Date _____

School: _____

Dear Parent/Guardian,

Your child, _____, has met the terms of his/her Plan of Improvement Contract and is no longer on probation for gifted services. We hope that the improved work habits and performance demonstrated throughout the probationary period will continue so that your child's gifted program placement will not again be in jeopardy.

Please encourage your child to:

- Keep up with assignments,
- Go to his/her teacher for additional help at the first indication of academic problems, and
- Behave in an appropriate manner.

Through these efforts, your child will avoid the unsatisfactory performance that led to this probation.

Your cooperation and support is appreciated. Working together, we can certainly expect to see continued success. If you have any questions, please call me at

_____.

Sincerely,

Teacher of Gifted

Please sign and return this form to acknowledge your understanding that _____ remains eligible for gifted services.

Parent/Guardian's Signature _____

Date _____

WOW!

Please use a folder to file student work that made you think, “WOW!” This work may be used to remind you of ways a student has shown motivation. You may want to use post it notes to write a quick note about why you saved the sample. Please focus on ways that the child went above and beyond the requirements, the rubric, or what most other students did when given the same directions. Please date the note or sample if possible.

Some examples of things you might want to include are:

- Content area extensions a child chose to do
- Writing that is much longer or in greater detail than expected
- Any project a child does that is “more than” or “better than” in some way
- Any project that is unique
- Any project (or notes about a project) that a child did on his/her own, not as part of an assignment
- Comments made during a discussion (that would not have a work sample attached) that show creativity or extra knowledge about a topic
- Anecdotal notes about extra information brought in on any topic
- AR points –example double the child’s goal

And a few reminders about resources for differentiation:

One of the simplest ways to differentiate is to have an “I’m Finished” center with a variety of meaningful, curriculum-related activities. These could be ideas for research, challenging math problems, brain teasers, curriculum-based crossword (or other) puzzles, or anything else that will get students thinking.

Thank you for your flexibility and your support of our gifted services.

**JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Product Evaluation: Motivation Part 2**

Student's Name _____

Product Description: _____

Student Interview

1. Tell us about your _____ (specific product).
(Evidence of know ledge, understanding, original thinking, motivation)

What is it & how did you create it?

Points

2. How did you come up with the idea for your project?
(Evidence of thinking, motivation)

Points

3. Where did you find your information and/or materials?
(Evidence of motivation, problem-solving, original thinking)

How did you choose the materials for your project?

Points

4. If you had to grade your project, what grade would you earn? Why?
(Evidence of critical thinking, evaluation, motivation)

What is your favorite part of this project?

What part of the project did you enjoy the most?

Points

5. What did you learn from this project that will help you when you complete another project?
(Evidence of critical thinking, evaluation, motivation)

If you were going to do this project again, what would you do differently to make it better?

What was the hardest part of the project?

Points

Enter interview points on the score sheet.

**JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Product Evaluation: Motivation Part 1**

TOTAL PRODUCT
AVERAGE

Student's Name:		Grade:	
School:		Interview Date:	

KEY: If evidence of characteristics, as shown by the product submitted, is:

Below expectations of students the same age or not evident	Score 2
Typical of students the same age or little evidence	Score 3
Above age expectations, but limited compared to expectations of gifted students	Score 4
Consistent with expectations of gifted students; considerable evidence	Score 5

Product Evaluation

Characteristics	2	3	4	5
Content demonstrates long term interest in topic or more extensive coverage of topic for age				
Use of materials indicates attention to detail, extremely well organized or presented				
Product demonstrates extensive research or effort; varied sources				
Product includes extensive details, either in words or graphics, which add clarity or effect; elaboration adds to content - is not random				
Overall rating for product				
<i>Points (Maximum of 25 points)</i> <i>(Add checks in each column and multiply by number at top of column)</i>				
Total Points: Add numbers above and multiply by 3: (Maximum of 75 points)				

Interview Evaluation

Question	Q1	Q2	Q3	Q4	Q5
Points					
Total Interview Points (add all 5- Maximum of 25 points)					

Product Evaluation Total	
Interview Evaluation Total	
Total Product Score (add product + interview totals)	

Evaluator's Signature: _____

Project Suggestions for Gifted Testing

ABC book		Flower arrangement		Poster
Advertisement		Game		Project cube
Audiotape		Graph		Puppet show
Block print		Graph - 3D		Puzzle
Book		Invention		Questionnaire
Brochure		Journal		Radio show
Bulletin board		Learning center		Recipe
Cartoon		Lesson plan		Recording
Chart		Letter to a famous person		Report
Collage		Letter to the editor		Research project
Collection		Magazine		Role play
Comic strip		Map		Scrapbook
Commercial		Mask		Sculpture
Computer graphic		Mobile		Secret code
Construction		Model		Silkscreen print
Costume		Mosaic		Simulation
Cross-number puzzle		Movie		Skit
Crossword puzzle		Mural		Slide show
Dance		Museum display		Song
Demonstration		Music video		Speech
Diagram		Musical composition		Story
Diary		Musical instrument		Survey
Dictionary		Musical play		Television show
Diorama		News report		Terrarium
Display		Newspaper		Time line
Drawing		Opinion poll		Travelogue
Editorial		Oral report		Watercolor
Embroidery		Overhead transparencies		Word search
Experiment		Painting		
Fact file		Pantomime		
Family tree		Photo essay		
Film		Picture		
Flash cards		Play		
Flip book		Poem		

JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Judged Product Information

Date _____

Dear Parent/Guardian,

Your child has been referred for testing to determine if she/he qualifies for the gifted program. A series of three tests will be administered at school in the areas of achievement, creativity, and mental ability. These tests will be given over the next several weeks. Due to the large number of students being referred for the program, the testing process may take a while. Once the testing process is complete, we will send you a letter with the results. At that time you may request a conference to discuss the results.

The fourth portion of the qualification process, the product, will demonstrate your child's motivation. The product is to be completed by your child at home. A list of suggested ideas is attached. Your child may choose from the enclosed list or use his/her own idea. The product will be judged by a group of teachers and administrators. During an interview held during the school day with an administrator and teachers, your child will be asked about the project. The interviews are conducted as time permits, therefore it is important that we know if your child needs advanced notice to prepare (ie: a cooking project where he/she needs to know the day the food should be prepared).

Below are some guidelines to help ensure a good product and presentation:

- The product should be chosen, planned, and created by your child. The parent's role should be supportive. Please make sure your child has the necessary resources and materials.
- Craft kits are not recommended.
- Please let your child know that an interview will be held to talk about the project, but do not "coach" your child.
- Encourage your child to have fun with the project.

Optional: To give the judges a well-rounded view of your child, he/she may want to create a collection of things to showcase his/her talents, hobbies, and accomplishments. This can be done with a notebook, scrapbook, small box, etc. Let your child choose what to include. Suggestions: art samples, stories, poems, awards, recognitions, trophies, ribbons, pictures, etc. *This portion is optional.*

The product and optional project will be due on _____. If you have any questions, please contact me at _____. Thank you for your interest in your child's education.

Sincerely,

Teacher of Gifted

JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Referral Status

Date _____

School: _____

Dear Parent/Guardian,

Your child, _____, will not be evaluated for the Jones County Program for Gifted Students at this time. The referral was based upon the following:

_____ Test Scores

_____ Referral by _____

This decision was made by the eligibility team based on your child's current performance and the referral information provided. Your child may be considered for evaluation at a later date.

If you have any questions, please call me at _____.

Sincerely,

Teacher of Gifted

Gifted FTE Sheet
FY13

Student	Gr	SSN	Ref Code	Elig Code	Elig Date	Ser Code	Content Code	Course #
								1
								2
								3
								4
								5
								6
								1
								2
								3
								4
								5
								6
								1
								2
								3
								4
								5
								6
								1
								2
								3
								4
								5
								6

**JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Self-Referral for Gifted Services**

Date : _____

Student's Name: _____

Date of Birth: _____

School _____

Grade: _____

Homeroom Teacher: _____

Directions: This form must be completed at school by the person making the referral.

1. Why do you feel you should participate in the gifted program?

2. Please write about your talents or about things you are good at doing.

3. Please write about your interests or about things you like to do.

**JONES COUNTY SCHOOLS
PROGRAM FOR GIFTED STUDENTS
Student Contract for Cluster Grouping**

Child's Name: _____

School Year: _____

School: _____

Grade: _____

Reason for Advanced Placement	Learning Objectives	Alternative Activities	Date & Amount of Time	Expected Outcome/Product

Signatures:

Classroom Teacher _____

Teacher of Gifted _____

Jones County Board of Education
Board Policy

IDDD
Gifted Student Programs

Descriptor Code: IDDD

There are identifiable children and youth in the Jones County School System who demonstrate a high degree of intellectual ability, and who need special instruction, special ancillary services or both to achieve at levels commensurate with their intellectual abilities. In compliance with requirements of the Georgia Board of Education, programs of gifted education have been developed for Jones County students enrolled in grades K-12.

The Superintendent or Superintendent's designee shall develop and implement appropriate guidelines and procedures for the operation of the district's gifted education program, including its criteria for continuation of gifted services to applicable students.