



GIFTED RESOURCE MANUAL

2025 – 2026

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FANNIN COUNTY SCHOOL SYSTEM

Gifted Education Resource Manual 2025-2026

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Helpful Links

[Georgia Department of Education Gifted Resource Manual](#)

[State Board of Education Rule 160-4-2-.38 Education Program for Gifted Students](#)

[Council for Exceptional Children \(CEC\)](#)

[Georgia Association for Gifted Children](#) (GAGC)
[National Association for Gifted Children](#) (NAGC)
[World Council for Gifted and Talented Children](#) (WCGTC)

The FCSS Gifted Resource Manual is posted for public review on the district website. Any feedback should be directed to the Director of Curriculum and Instruction.

FANNIN COUNTY SCHOOL SYSTEM

Gifted Education Plan

Section I: Program Purpose & Definition

Gifted students demonstrate a high degree of intellectual ability, creative strengths, and leadership capacity, exhibit exceptionally high motivation, excel in specific academic fields, and need specialized instruction and/or special ancillary services to achieve levels commensurate with their abilities. Their abilities manifest in a collection of traits, aptitudes, and behaviors that, when taken together, indicate gifted potential.

Three documents provide authority and specific requirements for gifted education in the state of Georgia. They are state law (OCGA 120-2-152), State Board of Education (SBOE) Rule (160-4-2-.38), and SBOE-approved Regulations that apply to traditional school systems and state charter schools.

FCSS offers communication materials in students' home languages to inform parents, guardians, and stakeholders about gifted education services, in accordance with SBOE Rule 160-4-2-.38 Section (2) Requirements (a) Notification.

The LBOE ensures that referral and eligibility procedures for gifted education are non-discriminatory with respect to race, religion, national origin, sex, disability, and economic background.

The Fannin County Board of Education recognizes the need to provide gifted education services to students in grades K-12 who have the potential for exceptional academic achievement. This plan provides the framework for the provision of these services.

Section II: Gifted Eligibility Chart

Located in GaDOE Inspire - Resource Repository - Gifted Education and Advanced Academics
[Professional Learning Resources](#)

[Gifted Evaluation and Eligibility Chart](#)
[FY25 Approved Assessments for Gifted Coordinators](#)

Located in GaDOE Community - Teaching & Learning - Gifted Education and Advanced Academics

[2025-2026 GaDOE Resource Manual for Gifted Education Services](#)

In order to qualify for placement in the gifted program, students must either meet the eligibility conditions in Option A, where a student must have a qualifying score in the mental ability and achievement categories, or in Option B, where a student must meet three of the four components established by the State Board of Education. These include mental ability, achievement, creativity, and motivation. A full list of approved assessments can be located in the GaDOE Inspire Resource Repository.

Mental Ability. Mental ability tests shall be the most current editions, or editions approved by GaDOE, of published tests that measure intelligence or cognitive ability, which have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disability, and economic background within a 10-year period prior to administration.

For Option A, students in grades K-2 shall score at the 99th percentile on a composite or full-scale score, and students in grades 3-12 shall score at or above the 96th percentile on a composite or full-scale score on a norm-referenced mental ability test.

For Option B, students in grades K-12 shall score at or above the 96th percentile on a composite or full-scale score or appropriate score, as defined in the approved list of assessments, on a norm-referenced test of mental ability.

For the Mental Ability indicator, the FCSS utilizes the following assessment:

- CogAT, Form 7 or 8, in grades K-12.

Achievement. Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

Students shall score at or above the 90th percentile on the total battery, total math, or total reading section(s) of a norm-referenced achievement test.

For the Achievement indicator, the FCSS utilizes a number of nationally norm-referenced tests as potentially appropriate:

- American College Test (ACT)
- i-Ready
- Iowa Assessment
- NWEA Measures of Academic Progress (MAP)
- Preliminary Scholastic Aptitude Test (PSAT)
- Scholastic Aptitude Test (SAT)

Creativity. Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

Students shall score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking.

For the Creativity indicator, the FCSS utilizes the following option:

- Torrance Test of Creative Thinking (TTCT): Creativity Index (Figural) or Verbal
- Gifted Evaluation Scale (GES) IV, Creativity (potentially as a second measure for grades 6-12)

Motivation. Students shall receive a score at or above the 90th percentile on a standardized motivational characteristics rating scale, or for grades 6-12 have a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B, or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and 89 = B. Grades used to determine the GPA or NGA 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.

Rating-scales used to qualify student motivation shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate motivation, a rating-scale shall not be used to evaluate creativity.

For the Motivation indicator, the FCSS utilizes the following options as appropriate:

- Grades K-5: Gifted Evaluation Scale, Motivation (GES-IV)
- Grades 6-12: A two-year average of core subject grades in ELA, mathematics, science, social studies, and world languages

*Regardless of the method used for placement, students must be assessed in all four categories.

Section III: Referral and Eligibility Process

Located in GaDOE Inspire - Resource Repository - Gifted Education and Advanced Academics
[Professional Learning Resources](#)

[Gifted Education Referral and Eligibility Chart](#)

Step 1: Teachers, counselors, administrators, parents or guardians, peers, self, or others with knowledge of the student's abilities and aptitudes may refer students in grades K-8 for consideration for the gifted program. An automatic referral process utilizing a nationally norm-referenced assessment may assist teachers with identification.

At the high school level, an automatic referral process is utilized based on a review of data related to a specified level on a norm-referenced test as defined by the Georgia Department of Education. In addition, students may be considered following the methods described above.

Step 2: Following students' initial referral, the Student Search/Eligibility Team will consider the data collected on individual student referrals; this team of professionals will decide if it is appropriate to continue with formal evaluation. The team will consider such factors as the strength of the evidence of the student's advanced learning needs and/or the recent performance levels of any previous gifted program referral, in addition to supplied data. If the team determines to continue the process, they will complete the [Student Search/Eligibility Team Report](#) and the [Referral Form](#) to submit to the school's Gifted Coordinator. Identification and eventual placement decisions are made case-by-case using the Student Search/Eligibility Team.

Scores/product performances are valid for two years. The Student Search/Eligibility Team may address any concern of re-testing. In the event a student does not qualify pursuant to the required criteria under Option B, but does meet the criteria in two of the four areas, with at least one of the remaining scores being no more than one standard deviation from the passing score, he or she will be eligible to re-test on only the remaining assessments during a subsequent testing window during the two year period.

Step 3: At this point, the formal evaluation process will begin, and parents/guardians will be notified through a [Notification for Referral / Permission for Evaluation Form](#). Appropriate permission will be obtained before the assessment phase. Data gathered and analyzed by a source outside the school system regarding a student's referral will be considered. Still, this data will not be substituted for data the school generates during the testing/evaluation process.

According to Georgia Board of Education Rule 160-4-2-.38, certain criteria conditions must be met to qualify for gifted placement. Refer to the Gifted Eligibility Chart.

Step 4: Once the student has been assessed, the Eligibility Team will meet to review the assessment results and recommend placement. During this meeting, the assessment results will be discussed, and a determination will be made as to whether or not the student meets the criteria for placement in the gifted program.

A meeting is then scheduled with the parents or guardians. Parents will receive a [Notification of Eligibility / Information Session Invitation](#) Form and a [Biographical Information Form](#). At the

Information Session, parents will be given their Parental Rights. The Gifted Eligibility Report Form will be completed. If the student is determined to be eligible for gifted services, the parents must sign a [Parental Placement Consent Form](#) to initiate gifted services.

Following placement, parents/guardians will be given a copy of the [Local Continuation Procedures Form](#), which will be discussed and signed by the appropriate eligibility team members. This document explains that to continue to receive gifted services, the student must maintain satisfactory performance through academic growth and progress toward mastery of the standards in each class in which gifted services are provided. If a problem is identified, a teacher will work with the student to improve performance.

The school gifted coordinator will complete the [Due Process Check Sheet](#) and upload all documentation in Infinite Campus.

Yearly, following placement, the school gifted coordinator will complete the [Annual Review Report](#) and review it with the student's parent/guardian.

Local Continuation

If a student does not meet the local continuation requirements, the school gifted coordinator will complete the [Notification of Placement Review](#) and schedule a Placement Review Meeting with a Review Team (which may be comprised of, but not limited to, the following individuals: the primary gifted educator, an administrator, the parent/guardian, and/or the student). The team will develop a written Plan of Improvement, including specific goals and evaluation criteria and a probationary period (one grading period), that should be implemented in the gifted course where the necessary continuation performance has not been met. The Plan of Improvement should be noted on the [Placement Review Minutes](#) that will be completed and signed by all Review Team members.

During the probationary period, the student should continue to receive gifted education services in the content area/class/course in question, but his/her eligibility for receiving gifted services will be in jeopardy. The student will receive interventions (including but not limited to academic, behavioral, social/emotional interventions) as part of the GaTSS framework that may assist the student in improving his/her performance in the gifted course. Documentation of the intervention supports, improvement plan, and progress monitoring data should be maintained.

At the conclusion of the probationary period, the Review Team will meet again to discuss the student's progress. If the student has met the prescribed goals, placement in the gifted education program continues. If the goals have not been met, gifted education services will be discontinued in the gifted course(s) where the necessary scores for continuation were not met. Parent(s)/guardian(s) should be notified in writing, including any specific criteria or conditions that would be necessary to resume gifted education services.

Suppose a student is placed on the inactive gifted roster for failure to comply with the local continuation requirements. In that case, the continuing eligibility criteria will remain in effect as long as the test results are within the required two-year period. Should a student qualify for gifted services in an area for which gifted services are not offered, the student may be placed on the inactive gifted roster after consultation with the child's parents and the gifted teacher until services are offered in the student's identified area. For example, parents of a student who meets

placement criteria in math may choose to place their child on the inactive roster until gifted services are offered in math.

If a student is placed on the inactive gifted roster while on probation due to the continuing eligibility criteria, this student will revert to probationary status for one nine-week period should he/she return to the active gifted roster.

In the event that a parent/guardian voluntarily withdraws a student from the gifted program, even though he/she meets the locally established continuation criteria, this would be considered a “break in service.” Upon re-entry to the system, the student will be reinstated for a provisional time of one grading period. If the student’s performance during that time meets the expectations for Local Continuation guidance, then he or she will resume regular placement. If the student does not meet the performance expectations, then he or she will proceed through the GaTSS intervention process.

Reciprocal Eligibility Guidelines for Transfer Students

Any student who meets the initial eligibility criteria in any public school system in Georgia shall be considered eligible to receive gifted education services in Fannin County Schools. Students who transfer into the system shall meet the criteria for continuation of gifted services as established by the Fannin County BOE. There is no reciprocal eligibility between states unless the student is a dependent of military personnel, as provided in O.C.G.A. § 20-2-2140.

External Evaluation Guidance

Assessment data pieces gathered and analyzed by a source outside the student’s school shall be considered part of the referral process. External evaluation data shall not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations shall have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background.

In-state Transfer Guidance

If gifted education records are not available at registration, school personnel should contact the transferring district to obtain the student’s gifted education records before placing the student into the gifted education program. The FCSS will honor the transferring district's continuation policy.

Out-of-state Transfer Guidance

Due to the fact that gifted education programs are not federally funded or mandated, no reciprocity exists between the state of Georgia and any other state, except in the event that a student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140. When the district receives notification of prior gifted placement in another state, the student will be given the option of evaluation in a timely fashion to meet Georgia’s initial eligibility requirements.

Evaluation for Identification Process and Gifted Services

A team of educators consisting of gifted teachers, members of the Student Search/ Eligibility Team, and administrators will meet annually to evaluate the effectiveness of the identification process and gifted education services.

Section IV: Gifted Education Service Delivery Models

Students identified as gifted whose participation has received parental consent must receive at least five segments per week (or the yearly equivalent) of gifted education services using on the the GaDOE-approved models. Fannin County Schools will adhere to federal laws prohibiting discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background.

A differentiated curriculum is defined as courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students. The instruction is based on the Georgia curriculum standards through the delivery models listed below. These requirements must be met in order to count the instructional segments provided by any of these models at the gifted weight in full-time equivalency (FTE) reporting. In the event that the regular school operation is interrupted, all models can be utilized virtually. The Georgia Professional Standards Commission (GaPSC) requires that gifted education teachers have a gifted education endorsement attached to their Georgia Teaching Certificate. Unless noted otherwise, the total class size is specified by the SBOE Rule 160-5-1-.08.

Direct Services

Resource Class (K-12)

Advanced Content (K-12)

Advanced Content Classes: Advanced Placement (AP) courses (9-12)

Cluster Grouping (K-12)

Indirect Services

*Collaborative Teaching (K-12)

Internship/Mentorship (9-12)

Directed Study (9-12)

Community Service Learning (9-12)

Innovative Models

*Collaborative model will be discontinued in FY27. Any educator in a collaborative model must be enrolled in a Gifted Endorsement program.

Because of the nature of the program and the varying needs of gifted students in Fannin County, various delivery models are provided. A Cluster Grouping model is the primary model provided for students in Grades K-5. In this model, gifted students are placed as a group (recommended 6-8 students) in an otherwise heterogeneous classroom, rather than being dispersed among all the rooms/courses at that level. The teacher has completed content-area GaPSC-approved certification and has a GaPSC-approved gifted endorsement or is actively enrolled/participating in a gifted-endorsed program. The teacher documents the curriculum differentiation for the gifted students by completing individual or group contracts, which include a description of the course curriculum that very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for student(s) at that grade level and dates and amount of time (in segments) the student(s) will be engaged in higher-level activities and how the student will be evaluated (formative and summative). In addition, the superintendent will sign assurances that this model has been used appropriately and proper documentation has been collected and evaluated for its effectiveness.

A **Collaborative Teaching** model is also provided for students in Grades K-12. A maximum of 10 identified gifted students are placed as a group in an otherwise heterogeneous classroom. Direct instruction is provided by the student's regular classroom teacher, who collaborates with a designated gifted teacher. Substantial, regularly scheduled collaborative planning exists between the regular classroom teacher and the gifted teacher. The regular education teacher will only be in the collaborative gifted service delivery model for a maximum of two years. During the two-year cycle, the regular education teacher will complete his/her gifted endorsement.

The collaborating gifted teacher holds a clear renewable GaPSC-approved gifted educator endorsement and is certified in Elementary Education. The gifted endorsed teacher observes the regular education teacher's class where the gifted students are served through a collaborative model at least five times per semester for at least 20 minutes per observation. The observations are documented and submitted to the school gifted coordinator. The gifted teacher, regular classroom teacher, and the gifted student(s) (when appropriate) collaborate and document the development of differentiated instructional strategies. The regular education teacher is the teacher of record and the gifted program teacher is recorded as the consultative subject code.

The collaborating regular classroom teacher and gifted teacher are provided adequate planning time, which must be documented and approved by the director of curriculum and instruction. The gifted education teacher must be given one full period each week or its monthly equivalent, during which he/she has only gifted education collaborative planning responsibilities.

The total number of gifted students whose instruction is modified through this collaborative approach does not exceed ten. Instructional segments have the curriculum modifications documented to include the reason(s) why any student whose instruction is counted at the gifted FTE weight needs an advanced curriculum in that specific content area, a time and discussion log of the collaborative planning sessions, and documentation in lesson plans and individual/small group learning contracts noting the differentiated learning experiences for the gifted student(s) and alternative instructional strategies utilized. The gifted collaborating teacher has a maximum of nine gifted collaborative classes and a maximum of nine regular education teachers. A minimum of a full period for planning per class is given per week or the equivalent.

The superintendent will sign assurances that this model has been used appropriately and that the proper documentation has been collected and evaluated for its effectiveness.

Students identified as gifted in Grades 6-12 are provided gifted instruction using the **Advanced Content** model. Students are homogeneously grouped based on achievement and interest in any content area: ELA, math, science, social studies, world languages, fine arts, computer science, and Career, Technical, and Agricultural Education (CTAE). The Fannin County School System elects to include students who are not identified as gifted but have demonstrated exceptional ability and motivation in a particular content area.

The Fannin County Board of Education maintains a description of the course curriculum. Advanced course content, teaching strategies, pacing skills, and assessments differ from the courses more typical for students at that grade level. The total class size specified by the SBOE is 21, at the high school level. The teacher of AP courses in grades 9-12 is a content teacher with appropriate content-area GaPSC-approved certification and has a current GaPSC-issued gifted

endorsement certification or has completed the appropriate Advanced Placement Summer Institute (APS) training endorsed by the College Board for that specific AP course and has completed a 10-hour clock gifted professional development course in nature and needs of gifted learners and curriculum differentiation for gifted learners.

Section V: Gifted Education Curriculum

Located in GaDOE Inspire - Resource Repository - Gifted Education and Advanced Academics

[Grades K-2 Resources](#)

[Grades 3-5 Resources](#)

[Grades 6-8 Resources](#)

[Grades 9-12 Resources](#)

[Professional Learning Resources](#)

[Program Standards for Gifted Learners](#)

[Tips to Add Creativity Into Your Classroom](#)

The curriculum for the Gifted Education Program in Fannin County focuses 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 to adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum (Hall, 2011).

The differentiated curriculum for gifted learners in FCSS may include the following:

Content: Complex and challenging subject matter that:

- Requires intellectual struggle
- Utilizes 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
- Promotes 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

Environmental: Physical 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 methods and opportunities to document master of curriculum such as:

- Pre/post-tests
- Self-assessment through rubrics

- Creation of goal-based checklists
- Conferencing, commentary, and qualitative feedback (Cobb, 2012)

Section VI: Full-Time Equivalent (FTE) and Other Data Collection

The Fannin County School System will ensure that all CPI, student class records, and FTE data are accurate and supported by gifted documentation.

Gifted education class size (IEC 160-5-1-.08 & OCGA 20-2-244) is established by the State Board of Education. The maximum individual giftee education class sizes are listed below.

Elementary (K-5)	17
Middle School (6-8)	21
High School (9-12)	21

The Fannin County School System will adjust class size based on waivers as part of the approved Charter System or Strategic Waiver System contracts.

Section VII: Georgia Tiered System of Supports (GaTSS) and Gifted Learner Guidance

The Georgia Tiered System of Supports (GaTSS) is a data-driven, multi-level prevention system that addresses the needs of the whole child through integrated academic, behavioral, and well-being support. It emphasizes effective teaming and data-based decision-making to foster a positive school climate that contributes to increased student success and overall district school improvement.

For more information on GaTSS, visit the Georgia Department of Education Gifted Resource Manual, located in the GaDOE Community.

Gifted and high-ability learners, like all learners, require varying services and supports based on their shifting needs. They may need varying support at more than one tier of intervention to progress and reach their potential. As their needs shift, the intensity of support may increase or decrease.

Some gifted students are considered twice-exceptional, meaning they are gifted and talented and have a disability. They may need acceleration in one subject area and academic support in another where they are not meeting grade-level expectations.

Instructional Options for Gifted and High-Ability Students

- **Acceleration** (subject and whole grade) - An individual student moves to a higher grade for instruction in one or more subject areas, or a student skips a grade level to move to a higher grade than one more typical for the student's age group.
- Cross-Age Grouping/Multi-Age Grouping
- **Curriculum Compacting** - Curriculum a student has already mastered is eliminated. The student is then allowed to pursue alternative curriculum options.
- Gifted Resource Classes/Enrichment Clusters
- **Graduated Rubrics** - The standard and level of student proficiency and accomplishments designed for students and teachers to measure learning outcomes are increased. Graduated rubrics offer clear expectations for quality and increasing levels of excellence to encourage optimum performance among high-ability learners.
- Independent/Directed Study
- Internship/Mentorships
- Interest Centers
- **Subject Grouping Within Class/Gifted Cluster Classes** - Students are grouped/clustered according to achievement within a regular education classroom for instruction in one or more subjects.
- Subject Grouping Across Teams/Classes
- Subject Advancement Across Grades
- **Tiered Assignments** - Assignments are designed to meet the varying ability levels of students.
- **Tiered Products** - Products are designed to meet the varying ability levels of students.

Modification Options for Gifted and High-Ability Students

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

- **Content** - the SBOE-adopted standards that the student is expected to master & related support material

- Process - instructional strategies designed to ensure that students acquire a deep understanding of the curriculum standards
- Products - vehicles through which students demonstrate and extend what they have learned
- Assessment - formative and summative on and/or off-grade-level monitoring to document a student's mastery of curriculum standards and learning levels
- Readiness - a student's entry point relative to a particular understanding or skill
- Learning Profile - how an individual student learns

Table 2: Tiered Supports Options for the Gifted/High-Ability Learner

Students may need Tier 1 types of support for one content area and Tier 3 types of support for another.

Tier 1	Tier 2
Flexible-Learning Groups	Gifted Education Cluster Classes
Choice of Books	Gifted Education Collaboration Classes
Homework Options	Tiered Activities and Products
Use of Reading Buddies	Use of Literature Clubs
Various Journal Prompts	Multiple Testing Options
Student/Teacher Goal Setting	Multiple Texts
Varied Pacing with Anchor Options	Alternative Assessments
Options for Competition	Subject Advancement Within Class
Flexible Seating	Curriculum Compacting
Varied Scaffolding	Advanced Centers/Stations
Varied Computer Programs	Spelling by Readiness
Design-a-Day	Varying Organizers
Varied Supplemental Materials	Community Mentorships
Stations/Centers	Simulations
Think-Pair-Share	Group Investigations
Open-Ended Activities	Multiple Assessment Methods
Explorations by Interest	Student Choice in Learning Activities
Tier 3	
Advanced Content ELA, Math, Science, Social Studies (Honors)	Above Grade Level Accelerated ELA, Math, Science, Social Studies
Resource Classes	Advanced Placement Classes
Independent/Directed Study	International Baccalaureate Classes
Socratic Seminars	Cambridge Classes
Internship/Mentorship	Whole Grade Acceleration

Section VIII: Forms

[Refer to GaDOE Inspire Gifted Education Resource Repository](#)

Eligibility Team Protocol 1: Referral Review

Eligibility Team Protocol 2: Evaluation Review

Eligibility Team Protocol 3: Class Placement & Service Models

FANNIN COUNTY SCHOOLS
Gifted Education Program
Student Search/Eligibility Team Report

Date: _____

Committee Members

Name	Gender
Grade	Ethnicity

School

- ☐ BRES
☐ EFES

- ☐ WFES
☐ FCMS

- ☐ FCHS

Source of Nomination

- ☐ Automatic
☐ Teacher

- ☐ Parent
☐ Self

- ☐ Other

Committee Decision

- ☐ Continue

- ☐ Talent Development

- ☐ Do not test

Rationale:

FANNIN COUNTY SCHOOLS
Gifted Education Program
Referral Form

Referring Person	Date	
Type of Referral		
☐ Teacher	☐ Peer	☐ Other:
☐ Self	☐ Parent	
Student Full Name		
Mailing/Street Address, City, State Zip		
School	GTID	
Age	Birthdate	
Parent Name	Primary Phone Number	

Record last 2 yearly averages for academic subjects in Grades 4-12 (SLDS)

Subject	Grade	Grade
ELA		
Math		
Science		
Social Studies		

Check the area(s) in which you think the student has special abilities or talents.

- | | | |
|---|--|---|
| ☐ Intellectual Ability | ☐ Leadership | ☐ Social Studies |
| ☐ Reading | ☐ Math | ☐ Other |
| ☐ Science | ☐ Language Skills | |

Optional: specific examples and/or attach work samples to support your recommendation
Use the space below to briefly describe the student's aptitudes.

FANNIN COUNTY SCHOOLS
Gifted Education Program
Notification of Referral / Permission for Evaluation

Your child,

Student Full Name

has been referred for multiple assessments to determine eligibility in the Fannin County School's Gifted Education Program. In order to determine eligibility, you must consent to further evaluation.

The evaluation will include reviewing existing test records, grades, and/or administering a motivational rating scale, creativity test, and mental abilities test.

When the evaluation has been completed, you will be notified in writing of your child's eligibility status. You will be given the opportunity to discuss the results of the evaluation, eligibility, and placement.

Please return the signed form to your child's school by: _____

If you desire further information, please call your child's school.

Sincerely,

- ☐ I give permission for further evaluation
- ☐ I do not give permission for further evaluation

Parent Signature

Date

FANNIN COUNTY SCHOOLS
Gifted Education Program
Notification of Eligibility / Informational Session

Your child,

Student Full Name

has been assessed with multiple assessments to determine eligibility for the Fannin County Schools Gifted Education Program. There is an optional meeting for parents of referred students. This optional meeting will inform you of the required criteria, answer your questions, and collect the forms necessary to continue the referral process.

Optional Meeting Location, Date, Time

Sincerely,

Please sign and return.

- ☐ I will attend the meeting
- ☐ I am unable to attend the meeting but am returning the two forms necessary to continue the referral process
- ☐ Please discontinue the referral process for my student

Parent Signature

Date

FANNIN COUNTY SCHOOLS
Gifted Education Program
Biographical Information

Student Full Name

Mailing Address, City, State Zip

Birthdate

Phone

Gender

Ethnicity

Parent/Guardian Name(s)

Child lives with: (check all that apply)

☐

Birth Father

☐

Stepfather

☐

Legal Guardian:

☐

Birth Mother

☐

Stepmother

List the relationship
to the child

Has your child ever been enrolled in a program for the gifted?

☐ Yes

☐ No

If yes, what was the name of the school/program?

What are your child's interests/hobbies?

List your child's extracurricular activities.

List your child's community organizations/clubs/etc...

List your child's awards/special recognitions.

What do you consider your child's special talents/abilities?

How does your child get along with others?

How does your child feel about school?

Is there anything else that would be helpful to know about your child?

Name of Person Completing Form

Signature of Person Completing Form

FANNIN COUNTY SCHOOLS
Gifted Education Program
Parental Rights

PURPOSE

There are children and youth in Georgia who demonstrate a high degree of intellectual ability and who need special instruction and/or special ancillary services in order to achieve levels commensurate with their intellectual abilities. The Georgia Board of Education requires the development and operation of programs of gifted education for pupils who have high intellectual abilities and the potential for exceptional academic achievement in Grades K-12 in the public schools of this state.

RECORDS

- (1) Right to inspect and review records;
- (2) Right to have a representative appointed by you to review the records;
- (3) Right to make copies of records;
- (4) Right to be informed of all types and locations of records being collected, maintained or used by Fannin County Schools;
- (5) Right to ask for any explanation of any item in the records;
- (6) Right to ask for an amendment of any record if it is inaccurate, misleading, or violates privacy rights.

CONFIDENTIALITY OF INFORMATION

- (1) Right to access to your child's records by withholding consent to disclose records;
- (2) Right to be notified and receive copies before information in your child's file is destroyed;
- (3) Right to be told to whom information has been disclosed;
- (4) Right to review and receive copies of all information sent to another agency where your child seeks or is eligible to enroll.

NOTICE

- (1) Right to be notified and present at all meetings before the agency initiates or changes (or refuses to initiate or change) the identification, evaluation, or placement of your child;
- (2) Right to have that notice in writing, in your native language, or other principal mode of communication at a level understandable to the general public;
- (3) Right to have the notice describe the proposed action, explain why it is proposed, describe the options considered, and explain why those other options were rejected;
- (4) Right to be notified of each evaluation procedure, test, record, or report the agency has used as a basis for any proposed action;
- (5) Right to a description of any other factors which are relevant to the agency's proposed action.

CONSENT

- (1) Right to give consent before a pre-placement evaluation is conducted;
- (2) Right to give consent before initial placement can be made in gifted education;
- (3) Right to a description of the activity for which consent is requested, including a list of records (if any) which will be released and to whom;
- (4) Right to revoke consent at any time.

FANNIN COUNTY SCHOOLS
Gifted Education Program
Eligibility Report

Student Full Name

School Year

Date of Birth

School

Grade

Information shall be collected for each of the following four areas of eligibility. Any data used to establish eligibility in ONE area shall not be used to establish eligibility in another area. All evidence used for consideration must be obtained within two calendar years.

Mental Ability

☐ Option A: K-2: $\geq 99\%$, 3-12: $\geq 96\%$

☐ Option B: K-12: ≥ 96

Age-Normed Assessment: CogAT				
Assessment	Score	Date	Requirement Met	
Verbal			☐ Yes	☐ No
Quantitative			☐ Yes	☐ No
Nonverbal			☐ Yes	☐ No
Composite			☐ Yes	☐ No
Other			☐ Yes	☐ No

Achievement: K-12: $\geq 90\%$

Select One:

☐ Iowa Assessment (K)

☐ ACT/ACT Explore
(9-12)

☐ NWEA MAP (1-12)

☐ PSAT/SAT (9-12)

☐ Other

Grade-Normed Assessment					
Assessment	Date	Total Reading Score	Total Math Score	Composite Score	Requirement Met
					☐ Yes ☐ No

Creativity: K-12: $\geq 90\%$

Grade Normed Assessment: TTCT (K-12)			
Date	Score	Requirement Met	
		☐ Yes	☐ No

Motivation: K-12: $\geq 90\%$; GPA 3.5/4.0 scale

	Date	Score	Requirement Met	
GPA (grades 6-12) GES IV or GRS-2 Renzulli/Hartman			☐ Yes	☐ No

FANNIN COUNTY SCHOOLS
Gifted Education Program
Parental Placement Consent

I agree for my child,

Student Full Name

to be enrolled in the Gifted Program of Fannin County Schools. I understand the importance of supporting and encouraging my child to perform in the Gifted Program to the full extent of his/her ability. I also understand that my child's placement will be reviewed annually to determine continuation in the program.

No change will be made in your child's placement until we receive your signed permission.

Date of Eligibility

Program Focus

Delivery Model

Hours Per Week

This is to certify that I have been informed of the placement recommendation, parental rights, and the continuation policy.

- ☐ I agree with this placement.
- ☐ I disagree with this placement.

Parent Signature

Date

FANNIN COUNTY SCHOOLS
Gifted Education Program
Local Continuation Procedures

The Fannin County Schools Gifted Program includes an approved policy for continuation. The following components are required as part of the Gifted Continuation Criteria:

1. A review of the student's progress is part of the annual review.
2. The student will maintain satisfactory performance through academic growth and progress toward mastery of the standards in each class in which gifted services are provided. If a problem is identified, a teacher will work with the student to improve performance. Satisfactory performance is constituted through demonstrating proficiency in the course via participation, course grades, and standardized assessment data.
3. If the problem persists, the Gifted Review Team will develop a written Plan of Improvement, specifying specific goals and evaluation criteria, as well as the length of the probationary period.
4. A probationary period will be established; during this time, the student will continue to receive services in the area/course in question.
5. During a probationary period, the multi-tiered systems of support (MTSS) framework will be utilized to intervene.
6. Parents shall be informed in writing when a student's placement is in jeopardy.
7. At the conclusion of the probationary period, the Review Team will meet again to discuss the student's progress. If the student has met the prescribed goals, placement in the gifted education program continues. If the goals have not been met, gifted education services will be discontinued in the gifted course(s) where the necessary scores for continuation were not met.
8. Any student who voluntarily withdraws from the program must meet local criteria to re-enter the full program.
9. The Local Continuation Policy shall be disseminated to parents, gifted students, faculty, and administrators.

Parent/Guardian Name

Parent/Guardian Signature

Date

FCSS Gifted Professional Signature

Date

FANNIN COUNTY SCHOOLS
Gifted Education Program
Due Process File Check Sheet

Student Full Name

Date

Check each item if the form or required information is uploaded in Infinite Campus.

- ☐ Due Process/Record of Access
- ☐ Referral for Gifted Program
- ☐ Notification of Eligibility/Informational Session
- ☐ Notification of Referral/Permission for Evaluation
- ☐ Biographical Data
- ☐ Motivational Rating Scales
- ☐ Notice of Eligibility
- ☐ Notice of Meeting
- ☐ Parental Rights in Gifted Education
- ☐ Eligibility Report/Parental Consent for Placement
- ☐ Local Continuation Policy
- ☐ Annual Review Report
- ☐ Notification of Placement Review
- ☐ Placement Review Minutes
- ☐ Termination of Services

All teachers are required to review their Due Process folders with this form annually.

Year	School	Reviewed By

FANNIN COUNTY SCHOOLS
Gifted Education Program
Annual Review Report

Student Full Name

School

Grade

Date

Teacher

Birthdate

Parent/Guardian Name

Gifted Program Goals:

COGNITIVE AREA

Investigate topics of interest

Improve convergent/divergent thinking skills

CREATIVE THINKING

Encourage: Fluency

Flexibility

Originality

Elaboration

CRITICAL THINKING

Communicate ideas through media

Evaluate cause and effect

Predict outcomes

Make ethical, logical, emotional judgments

Investigate problems using inquiry

AFFECTIVE AREA

Develop leadership abilities

Enhance self-concept

Improve interpersonal skills

Delivery Model

Hours of Contact

Curriculum Focus

Comments

Parent/Guardian Signature

Date

FANNIN COUNTY SCHOOLS
Gifted Education Program
Notification of Placement Review

Date: _____

This is to inform you that your child,

is experiencing problems in the Fannin County Schools Gifted Education Program. See the details below.

A conference with you further is requested. Please contact the school to make an appointment.

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

FANNIN COUNTY SCHOOLS
Gifted Education Program
Placement Review Minutes

_____ Student Full Name	_____ Date of Review
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Recommendation (check all that apply)

☐ Probation: criteria the student failed to meet:

☐ Inactive Status: criteria was not met by the date listed: _____

☐ Reinstatement: student has met all local and state requirements and may be reinstated

Plan of Improvement (if applicable)

Specific Goals: _____

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Evaluation Criteria: _____

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Probationary Period: (one grading period)

Signatures:

_____ Parent/Guardian	_____ Date
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_____ Teacher	_____ Date
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_____ Other	_____ Date
----------------	---------------

_____ Other	_____ Date
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