

Crawford County Visions Program Resource Manual

For the gifted student



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Introduction

Georgia educators are committed to the belief that education is a means by which every individual has the opportunity to reach his/her fullest potential. We believe that all students have a right to educational experiences that challenge their individual development whether it is below, at, or beyond the level of their age peers. In accordance with this philosophy, Georgia schools provide educational programs that recognize and make provisions for the special needs of gifted students. The development of rules, regulations, and guidelines for comprehensive instructional services for gifted students in our schools emerged from state legislation. In 1958 the Georgia General Assembly funded an administrative position in the Georgia Department of Education to assist local school systems in the development of programs for gifted students. Since that time the program has expanded to all Georgia school systems and serves approximately eight percent of the state's school population in grades K-12. Gifted education professionals are particularly proud of the legislative and rule-making initiatives in 1994 and 1995 that led to the adoption of Georgia's multiple-criteria rule for the identification of gifted students. That rule (160-4-2-.38) helped move us away from reliance on a single IQ score toward a commitment to develop profiles of students' strengths and interests; away from a strictly psychometric identification rule to a flexible, multi-faceted one. Not only is this identification procedure more equitable, but it also provides the diagnostic information needed to promote excellence in programming and curriculum for gifted students. The many Georgia educators who have worked diligently to implement the multiple-criteria rule and the subsequent changes in delivery models and accountability procedures are to be commended.

This manual is a companion document to Georgia Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS and the Board-approved Regulations for Gifted Education. The information contained in this document is meant to supplement the rule and regulations and to provide valuable assistance to teachers and administrators who provide instructional services to Georgia's gifted students. Additionally, this document is intended to be "living", with frequent updates and additions disseminated primarily through the Georgia Department of Education web page (www.doe.k12.ga.us). Please check the Department web page frequently for revisions and/or additions.*

Georgia Department of Education

*Much of the material in this manual is adapted from the Georgia Department of Education Gifted Manual document entitled *GaDOE Resource Manual for Gifted Education Services* which can be found at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx> Use of their material is consistent with their stated acceptable use policy.

Statutory Basis for Gifted Education

There are three (3) documents that provide the authority and the specific requirements for gifted education in the state of Georgia. They are found in state law, State Board of Education (SBOE) Rule, and SBOE-approved Regulations. Key elements related to identification and service requirements for gifted students are in bold type below.

State Law: OCGA 120-2-152 SPECIAL EDUCATION SERVICES –
TITLE 20. EDUCATION CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION
ARTICLE 6. QUALITY BASIC EDUCATION
PART 3. EDUCATIONAL PROGRAMS

<http://www.lexisnexis.com/hottopics/gacode/Default.asp>

Relevant excerpts include:

- (a) **All children and youth who are eligible for general and career education program under Code Section 20-2-151 and who have special educational needs shall also be eligible for special education services Special education shall include children who are classified as intellectually gifted The State Board of Education shall adopt classification criteria for each area of special education to be served on a state-wide basis. The state board shall adopt the criteria used to determine eligibility of students for state funded special education programs**
 - (a.1) **The criteria adopted by the state board to determine the eligibility of students for state funded special education programs for the intellectually gifted, Category VI pursuant to paragraph (6) of subsection (d) of this Code section, shall authorize local boards of education to use:**
 - (1) **The criteria used on July 1, 1993, as amended by state board or state department regulation from time to time; and**
 - (2) **Multiple eligibility criteria which include:**
 - (A) **Evidence of student work product or performance;**
 - (B) **Data from teacher, parent, or peer observation; and**
 - (C) **Evidence of student performance on nationally normed standardized tests of mental ability, achievement, and creativity.**

A student's eligibility may be determined under either paragraph (1) or (2) of this subsection.

The multiple eligibility criteria shall be implemented no later than May 30, 2012. A student who has been determined before May 29, 2012, to be eligible for state funded special education programs for the intellectually gifted shall not be required to satisfy any additional eligibility criteria or information documentation as a result of this subsection.

(b) **Local school systems shall**, subject to any limitations specified in this Code section, provide special education programs for all eligible students with special needs who are residents of their local school systems, either by establishing and maintaining such educational facilities and employing such professional workers as are needed by these students or by contracting with other local schools systems, regional education service agencies, or other qualified public or private institutions for such services.

To view the official SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS document, go to:

<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2.38.pdf>

EDUCATION PROGRAM FOR GIFTED STUDENTS

Crawford County Schools

Definitions Related to Gifted Education

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

Differentiated Curriculum - 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 demonstrated expertise and experience in the specific content area. Local school systems are responsible for training evaluators of student products/performances in the application of adopted observation/evaluation instruments in a culturally sensitive manner. A list of qualified evaluators, the evaluation guidelines, and documentation of training procedures will be maintained by the local board of education.

State Requirements Concerning Notice

The local board of education (Crawford County Schools) shall notify parents or guardians of the following:

1. The gifted education program operated by the local school system, referral procedures and eligibility requirements.
2. Initial consideration of a student for gifted education services.
3. The student's eligibility status after an evaluation, at which time the parents or guardians shall be afforded an opportunity for a conference to discuss student eligibility criteria and placement.
4. The type of service to be provided annually, the teaching methods to be used and the time allotted for the student to receive gifted services. Parents or guardians shall also be informed of the objectives designed for students to meet and the manner in which evaluation of the mastery of these objectives will be conducted.
5. The performance standards the student shall meet for the continuation of gifted services.
6. The length of the probationary period afforded, if the student is in jeopardy of losing gifted services. The notice shall specify the criteria the student shall meet to continue receiving gifted education services.
7. The termination of gifted education services in the event that the student fails to meet the continuation criteria. The notice shall contain a statement that the student shall become eligible to receive gifted education services upon meeting the criteria adopted by the local board of education regarding the continuation of services.

Automatic/Reported Referral

Automatic-An initial screening (universal screener) of all students may be performed using a currently approved norm-referenced test. The automatic referral process is an opportunity to consider potentially eligible students who might not otherwise be referred and serves as an active child-find strategy. This procedure is an important step in ensuring equal access to gifted programs and in broadening the range of child-find or student talent search activities.

Reported- In addition, referrals for eligibility can be made by teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge of the student's abilities.

Reported referrals and automatic referrals will receive the same consideration.



Consent

Crawford County Schools shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. Crawford County Schools shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services.

Eligibility

Crawford County Schools has adopted eligibility criteria that are consistent with this rule and as defined in the GaDOE Resource Manual for Gifted Education Services

Initial Eligibility

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 norm-referenced test of mental ability and meet one of the achievement criteria of scoring at ≥ 90 th percentile on the total battery, total math, or total reading sections of a norm-referenced achievement test, or
- (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity and motivation.

All children who are referred for gifted program testing must be assessed in all four data categories.

All criteria scores for the four areas as defined in (b) can be found in the *GaDOE Resource Manual for Gifted Education Services*



Continuation Policy

The Crawford County School System shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in regular and gifted education classes. This satisfactory performance shall constitute maintaining a 3.0 on a 4.0 scale GPA (grade point average), as well as maintaining appropriate behavior as defined in each school's student code of conduct. If these criteria are not met, the student shall be placed on a probationary status as described in the next section after parental notification.

Probationary Policy

The Crawford County gifted policy provides that any student who fails to maintain gifted eligibility shall enter a probationary period in which the student will continue to receive gifted education services. The length of this probationary period shall be no longer than one grading period at which time their performance will be re-evaluated. Students who fail to demonstrate satisfactory performance in both regular and gifted education classes during the probationary period and for whom gifted services are no longer appropriate may have a final review before cessation of services occurs. A student may resume receiving gifted education services upon meeting the GPA criteria stated in the Continuation Policy as well as maintaining appropriate behavior during the most recent grading period. Resumption of gifted services will be considered after an official letter from the parents/guardians is received, and will only occur at the beginning of a new grading period.

Reciprocity

Any student who meets the state eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system within the state. However, a student transferring from one school system to another within the state shall meet the criteria for continuation of gifted services established by the local board of education of the receiving school system.

Students who have been in a gifted program in another county in Georgia will automatically begin receiving gifted education services in Crawford County as soon as documentation of placement in the former school district is confirmed and parent permission is received.



Curriculum

The Crawford County Gifted Program “Visions” will develop, and incorporate a curriculum that incorporate the State Board of Education-approved student competencies (Section Six of the *Georgia Department of Education Resource Manual for Gifted Education Services*) and Quality Core Curriculum/Georgia Performance Standards. Curriculum objectives shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts and career, technical and agricultural education. The curriculum will be reviewed and revised (if revisions are needed) at least annually. An updated copy of the local program description shall be submitted to the Department of Education whenever changes are made.

Services

Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in Section Five of the *Georgia Department of Education Resource Manual for Gifted Education Services*.

Gifted Testing Schedule

Preplanning: faculty orientation of gifted services

1st Quarter

Talent Search

October: nomination process presented to faculty and parents

2nd Quarter

Talent Search

November: nomination forms accepted

Screening Process

December: schedule committee meeting to analyze and review nominations

Further Evaluation/ Data Collection

December: Parent Letters of content to test are sent home

Determination of Eligibility

January: Gifted Testing begins

3rd Quarter

Determination of Eligibility

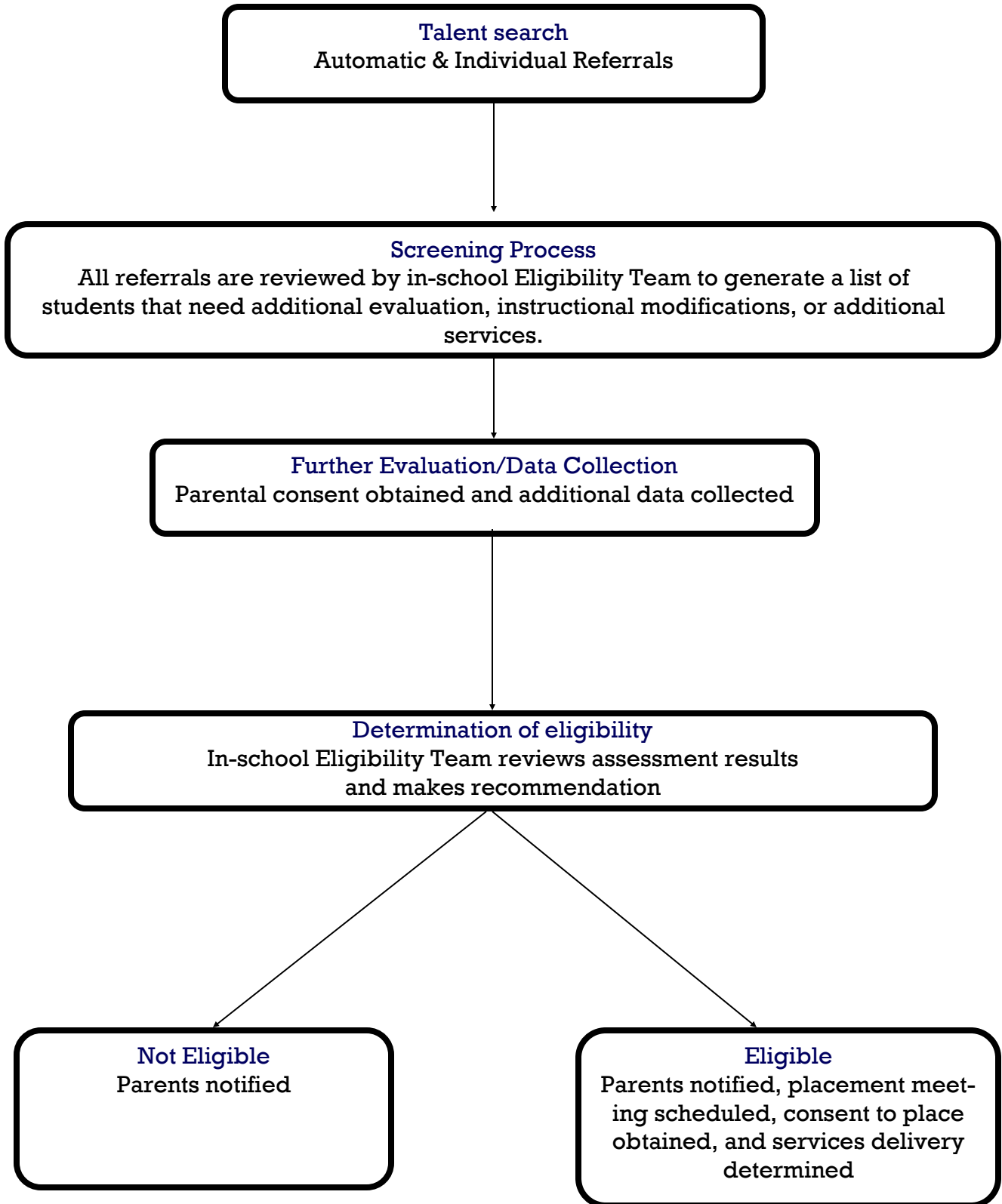
January: Eligibility Team reviews assessment results and makes recommendation

January/February: Parents notified, placement meeting scheduled, consent to place obtained, and services delivery determined



Flow Chart of Eligibility Process

Crawford County Schools



Characteristics of Gifted Learners

The following information was adapted from:

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1d/c9/13.pdf

Cognitive Characteristics of Intellectually Gifted Students

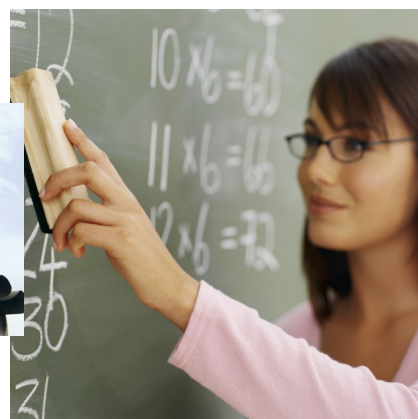
- Process and retain large amounts of information
 - Comprehend materials at advanced levels
 - Curious and have varied and sometimes intense interests
 - High levels of language development and verbal ability
 - Possess accelerated and flexible thought processes
 - Early ability to delay closure of projects
 - See unusual relationships among disciplines or objects
 - Adept at generating original ideas and solutions to problems
 - Persistent, goal-oriented, and intense on topics of interest
 - Form their own ways of thinking about problems and ideas
 - Learn things at an earlier age than peers
 - Need for freedom and individuality in learning situations
 - High desire to learn and seek out their own interests
 - Abstract thinkers at an earlier age than peers
 - Prefer complex and challenging work
 - Transfer knowledge and apply it to new situations
 - May prefer to work alone
 - May be early readers
 - May possess high energy levels and longer attention spans
- (Chuska 1989; Clark 2002; Silverman 2000; Winebrenner 2001)*

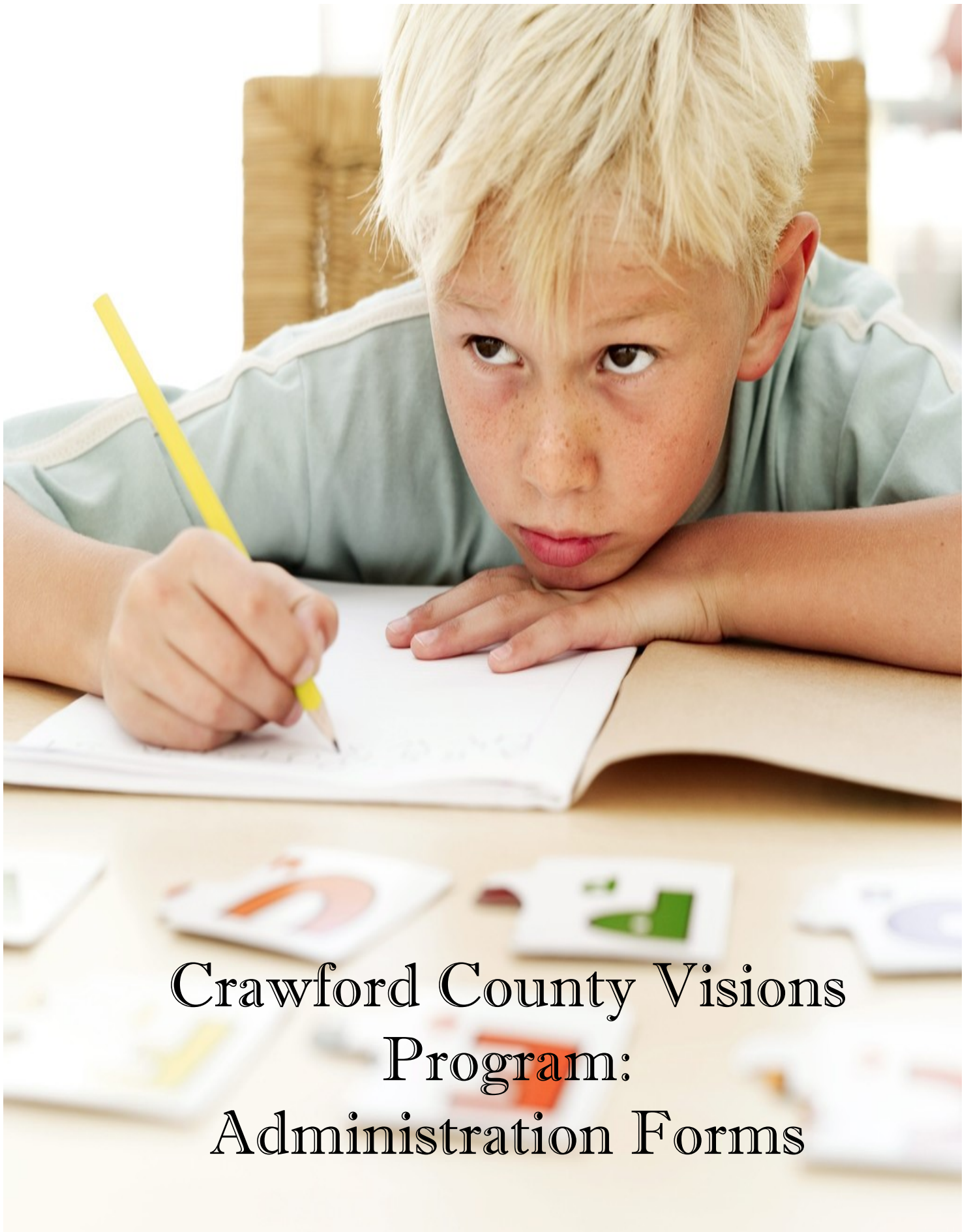
Affective Characteristics of Intellectually Gifted Students

- Possess large amounts of information about emotions
 - May possess an unusual sensitivity to the feelings of others
 - Possess a keen or subtle sense of humor
 - Possess a heightened sense of self-awareness
 - Idealism and sense of justice appear at an early age
 - Develop inner controls early
 - Possess unusual emotional depth and intensity
 - Exhibit high expectations of self and others
 - Display a strong need for consistency in themselves and others
 - Possess advanced levels of moral judgment
- (Chuska 1989; Clark 2002; Silverman 2000; Winebrenner 2001)*

Resources

A Glossary of Gifted Education: <http://members.aol.com/svennord/ed/GiftedGlossary.htm>
Lifeline to Gifted Resources: <http://www.dirhody.com/home.html>
Bertie Kingore.com: <http://www.bertiekingore.com/> Brilliant resources from a brilliant educator.
Hoagies Gifted Education Page: <http://www.hoagiesgifted.org>
Renzulli's 3-Ring Concept: <http://www.nagcbrtain.org.uk/giftedness/conceptions.html#renzulli>
Layered Curriculum, Kathie Nunley: <http://help4teachers.com/Gifted.htm>
Autonomous Learner Model: http://www.tki.org.nz/r/gifted/handbook/stage2/prog_auto_e.php
Texas Association of Gifted and Talented (TAGT) <http://www.txgifted.org>
GT World Online: <http://www.gtworld.org>
California Association for the Gifted: <http://www.CaGifted.org/>
National Association for Gifted Children: <http://www.nagc.org>
Eric Clearinghouse: <http://ericec.org/>
Funderstanding: Learning and Technology: <http://www.funderstanding.com>
Synthesis on Giftedness in Women: <http://members.aol.com/dirhody/character.html>
Differentiation Strategies: <http://www.aacps.org/aacps/boe/INSTR/CURR/tag/GTdiff.htm>
More Differentiation Strategies: <http://www.manteno.k12.il.us/curriculumdiff/differentiationstrategies.htm>
Gifted Development Center: <http://gifteddevelopment.com>
Gifted Education Press: <http://www.giftededpress.com/>
Self-Test for Giftedness: http://www.rocamora.org/gift_selftest.html
Assessment Rubrics: <http://school.discovery.com/schrockguide/assess.html>
Critical Thinking Activities: The Center for Critical Thinking: <http://www.criticalthinking.org>
Gifted Material Publisher: Prufrock Press (See Gifted Links and Blogs Tag) <http://www.prufrock.com>
Simulations Plus: <http://www.simulations-plus.com>
Positive Parenting: <http://www.positiveparenting.com>
Multiple Intelligence Theory Links: <http://oops.bizland.com/mi.html>
Global Schoolhouse (Lesson Resources and Plans) <http://www.gsh.org>
Resources for Gifted Education: <http://www.coe.unt.edu/gifted/>
Beyond Bloom: <http://www.nexus.edu.au/teachstud/gat/whitton.htm>
Learning Strategies Database: <http://www.muskingum.edu/~cal/database/general/>
Questioning Toolkit: <http://www.fno.org/nov97/toolkit.html>
Questioning Techniques: <http://muskingum.edu/~cal/database/questioning.html>
Additional Questioning Techniques: <http://www.teach-nology.com/ideas/questions/>
More Questioning Techniques: <http://www.nexus.edu.au/teachstud/gat/painter.htm>
And Still More Questioning Techniques: <http://changingminds.org/techniques/questioning/questioning.htm>
"Flowers Are Red" Poem about the Struggles of Giftedness: <http://www.geocities.com/educationplace/flowers.html>
ALPS Space Exploration: <http://www.coopercougars.com/space/>
Gifted Themes: <http://www.west.asu.edu/kwetzel/tunits.html>
Mensa: <http://www.us.mensa.org>
Odyssey of the Mind: <http://www.odysseyofthemind.com/>
Night of the Notables: <http://home.pacific.net.au/~greg.hub/notables.html>
Johns Hopkins Center for Talented Youth: <http://www.jhu.edu/~gifted>
Social and Emotional Needs of Gifted Learners: <http://www.swopnet.com/ed/TAG/TAGBibliographyv.html>
Great Books Foundation: <http://www.greatbooks.org/>
Free Spirit Press: <http://www.freespirit.com>





Crawford County Visions
Program:
Administration Forms



Crawford County Visions Program



NOMINATION FORM

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

Student's Name:	
Referral Date:	
Grade:	
Homeroom Teacher:	
Nominated by:	
ClassWorks Benchmark Scores:	
Lexile Scores (3rd-4th Grade only)	
Recent CRCT Scores:	Reading: Math:

**** You must attach copies of the following:

- the report card for the last **two years**
- Standardized testing history, if available for transfer students



Crawford County Visions Program



Notification of Consideration and Permission to Evaluate

Date: ____/____/____

Dear Parents:

Your child, _____, is being considered for the Crawford County Gifted Program.
This consideration is based on the following:

_____ System-wide test results

_____ Teacher referral

_____ Other: _____

To determine your child's eligibility, the Eligibility Committee needs your consent to proceed with the formal evaluation process as established by the Georgia Department of Education. Your child may be evaluated in the areas of mental ability, achievement, creativity, and motivation.

When the evaluation has been completed, you will be notified in writing of your child's eligibility status and service recommendations.

This process is an opportunity for the school to determine your child's special needs and serve him/her appropriately. If you have any questions, please contact me.

Sincerely,

Gifted Education Teacher

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

_____ Yes, I do agree for this evaluation process to proceed, including the administration of any necessary tests.

_____ No, I do not agree for this evaluation to proceed.

Parent's Signature

Date



Crawford County Visions Program

For Gifted Students



Name _____ Social Security # _____
Last First Middle

Date of Birth _____ Grade _____ School _____

	Date	Data Considered	Eligibility	
Mental Ability	_____	CogAT Verbal _____ Quantative _____ Nonverbal _____ Other _____	Yes	No
Achievement	_____	ITBS Reading _____ Math _____ Total Battery _____ Other _____	Yes	No
Creativity	_____ _____	GES II _____ TTCT _____	Yes	No
Motivation	_____	GPA _____ Date _____ GPA _____ Date _____	Yes	No

(Check One)

_____ Student is eligible through multiple criteria (3 out of 4 categories must be YES)

_____ Student is eligible through mental ability at 99%ile plus achievement (K-2)

_____ Student is eligible through mental ability at 96%ile plus achievement (3-12)

_____ RECIPROCITY from another Georgia county Date of Eligibility _____

_____ Student does not meet eligibility requirements

Prepared by: Gifted Education Eligibility Committee: _____ Date _____



Crawford County Visions Program



NOTIFICATION OF ELIGIBILITY

____/____/____
Date

Dear Parent or Guardian:

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

I have attached (a) a recommendation of service options, (b) a program description, and (c) criteria for continued placement in the Program for Gifted Students.

Your child's progress in the program will be reviewed annually, and a decision will be made regarding continuation in the program. If your child needs to be withdrawn from the gifted program, we will notify you in writing prior to making the changes.

Should you desire a conference to discuss this matter, please contact me. The school number is _____.

I understand and accept my responsibility as a parent to encourage my child to participate and perform in the Gifted Program to the full extent of his/her ability. I, also, understand that my child cannot choose to eliminate this part of his/her educational program without my consent. In the event continued participation appears not to be in my child's best interest, I understand that I must submit, in writing, the reason(s) for the requested change and that I must meet with the gifted program teacher prior to finalizing the change in my child's program of study.

Sincerely,

Gifted Education Teacher
Attachments

_____ I give permission for my child to be placed in the Program For Gifted Students.

_____ I do not give permission for placement.

Signature of Parent/Guardian

____/____/____
Date

_____ I have received and kept a copy of the program description and continuation policy.

C: Referring Teacher



Crawford County Visions Program



NOTIFICATION OF NON-ELIGIBILITY

Date: ____/____/____

Dear Parents:

Your child, _____ was referred for evaluation for the Gifted Program. The process has been completed and according to the Georgia Department of Education guidelines, he or she does not currently meet the eligibility requirements.

Please encourage your child to continue the excellent academic achievement that contributed to the original decision to refer him or her to the gifted program for consideration.

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

Sincerely,

Gifted Education Teacher

c: Referring Teacher



Crawford County Visions Program



Recommendations for Service Options

Name: _____ D.O.B. ____/____/____
Last First Middle

Grade: _____ School: _____ Date: ____/____/____

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

- _____ 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 with an area of study.
- _____ Allow for the in-depth learning of a self-selected topic within the area of study.
- _____ Develop independent or self-directed study skills.
- _____ Develop productive, complex, abstract and higher-level thinking skills.
- _____ Focus on open-ended tasks.
- _____ 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 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.

Gifted Program Teacher



Crawford County Visions Program



****Needs additional
revision**

INDIVIDUAL PROGRAM DESCRIPTION PROGRAM FOR THE GIFTED

Date: ____/____/____

Student: _____

DOB: ____/____/____

Grade: _____

School: _____

Description of Services for School year _____

Delivery Method: ____ Resource Room ____ Facilitator ____ Self-Contained

____ Other _____

Contact segments per week are five unless noted below:

All levels of the program for the Gifted include instruction in skills area basic to Gifted Education. These are (1) Developing Cognitive Skills; (2) Learning Skills; (3) Research and Reference Skills; and (4) Communication Skills. The Gifted Curriculum incorporates these skills areas into units and/or courses which deal with one or more of the following content areas: Language Arts, Mathematics, Foreign Language, Social Studies, and Science.

CURRICULUM FOCUS, GRADES K THROUGH 12:

The units and activities which your child will study will have as a focus the following content areas:
____ Language Arts, ____ Social Studies, ____ Science, ____ Mathematics, ____ Foreign Language.

INDIVIDUAL PROVISIONS, COMMENTS, ETC:

Gifted Program Teacher



Crawford County Visions Program



Annual Review

Name: _____ DOB: _____ Age: _____

School: _____ Grade: _____

Date of Initial Placement: ____/____/____

Annual review Date: ____/____/____

Performance/Progress:

Recommendation for next school year:

____ Continue

____ Dismiss (termination letter and continuation policy attached)

____ Probation from: _____ to _____ (see continuation policy attached)

Program Description/Delivery Model:

____ Self-contained

____ Resource

____ Facilitator

____ Other

Segments of weekly contact: _____

Gifted Education Teacher



Crawford County Visions Program



NOTIFICATION OF PROBATION

Date: ____/____/____

Dear _____,

Your child, _____, is being placed on probationary status from the Gifted program for one grading period. Gifted services will continue during probation. Your child has failed to meet the following criteria for continuation in the program:

If you wish to schedule a meeting to further discuss your child's eligibility please contact the school office using the following numbers:

Elementary school	836-3171
Middle School	836-3181
High School	836-3126

At the end of the probationary period, your child's status will be reviewed. Probation is ended if continuation criteria are met. Termination of Gifted services will take place if continuation criteria are not met. A copy of the continuation policy is enclosed.

Sincerely,

Gifted Education Teacher



Crawford County Visions Program



NOTIFICATION OF TERMINATION

Date: ____/____/____

Dear _____,

Following the procedures outlined in the Crawford County Visions Program Resource Manual, and the probationary period from _____ to _____, gifted services for your child are being terminated due to failure to meet continuation criteria.

A copy of the continuation policy is included.

Gifted Education Teacher



Crawford County Visions Program



Continuation Policy

Continued placement in the program for the gifted, according to Georgia Department of Education regulations and procedures, shall include satisfactory performance in both regular education and gifted classes and must provide for a probationary period. The following is provided to meet these requirements:

- Satisfactory performance in regular education shall be based on the student maintaining an overall 3.0/4.0 GPA (grade point average).
- Satisfactory performance in the gifted class will be based on behavior, required products, active participation, and regular attendance in the gifted program, reviewed periodically by the eligibility committee.
- Any student who fails to meet the above criteria will be placed on PROBATION for one nine weeks period. Parents will be notified in writing. Gifted services will continue during probation. At the end of the probationary period, the student's status regarding the continuation criteria will be reviewed. If criteria above are met, probation ends. If criteria are not met, the student may be terminated from the Visions Program. Parents will be notified in writing.
- To re-enter the Gifted program after termination, a student must demonstrate significant grade improvement by earning an overall 3.0/4.0 GPA for the most recent grading period.
- To voluntarily withdraw a student from the Gifted program, the parent must submit, in writing, valid reasons for the requested change and meet with the Gifted program teacher prior to finalizing the change.
- To re-enroll, a student must have maintained an overall 3.0/4.0 GPA. The parent must submit a letter requesting re-entry. A student may re-enroll only at the beginning of a new grading period.

V-10

V-10