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| Nomination / Referral | Students may be nominated/referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. |
| Screening and Identification Process | The District shall provide assessment opportunities to complete the screening and identification process for nominated/referred students at least once per school year. |
| Parental Consent | The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL. |
| Identification Criteria | The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities. |
| Assessments | Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products. |
| Selection | A selection committee shall evaluate each nominated/referred student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students as required by law, and shall be established for the District. |
| Notification | The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students is voluntary, and the District shall obtain written permission of the student and the parents before a student is placed in a gifted program. |
| No Reassessments | The District shall not perform routine reassessments. |
| Transfer Students — Interdistrict | A transfer student in kindergarten–grade 6 who has documentation that he or she was identified and served in a sending district's program for gifted learners shall be placed into the District's gifted and |

talented program and shall be placed with a teacher who has completed the state and District training requirements for serving gifted/talented students. A transfer student in grades 7–12 who has documentation that he or she was identified and served in a sending district's program for gifted learners shall be enrolled in Pre-AP/AP classes, if data from cumulative records of the sending district are comparable to the District's screening data and meet the criteria for the specific class.

A transfer student in kindergarten–grade 12 who requests gifted/talented services but does not have documentation that he or she was identified gifted/talented by the sending district shall be screened and served in accordance with the District's Identification Procedures - Phases I and II.

**Transfer Students —
Intradistrict**

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

Furlough

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.

**Furlough — at
Student or Parent
Request**

A student who desires a leave of absence from the gifted/talented program for a temporary period of less than three years may request furlough status by completing Parts 1 and 2 of the Request for Furlough form and presenting it to the director of special programs. The student shall include on the form reasons for desiring furlough status, educational plans for the intervening period, and a parent or guardian's signature. The director of special programs shall document the furlough and will include such documentation in the cumulative folder for the student. Students who are furloughed for more than three years must be formally identified again for the District's program.

Parents may withdraw a student from the gifted/talented program at any time. However, parents are encouraged to utilize the above process to determine the best educational program for their child.

**Furlough — at
Selection
Committee Request**

Students who are unable to maintain satisfactory performance within the structure of the gifted program may be placed on furlough by the selection committee. The purpose of such a furlough

is to provide the student an opportunity to attain performance goals established by the selection committee. The director of special programs will hold a meeting with the selection committee and complete the Request for Furlough form - Parts 1 and 3. The director of special programs shall document the furlough and shall include such documentation in the cumulative folder for the student. At the end of the furlough the student's progress shall be reassessed and the student may reenter the gifted program, be removed from the program, or be placed on another furlough.

Exit Provisions

A student may be removed from the gifted/talented program based upon parent/guardian request without consensus of school personnel.

In order to best serve students who are showing deficiencies, the following procedures are recommended:

1. The teacher shall hold a conference with the student upon first indication of deficiencies to inform the student of the teacher's concern about the student's performance. The teacher shall inform the student of the exact areas of weakness and make suggestions of ways that the student might overcome the deficiencies.
2. If, after two weeks, improvement has not been observed in the student, the parents shall be notified of the student's performance. The teacher shall state the strategies being used to help the student with his or her deficiencies and may also recommend ways the parents may help the student. The teacher shall also explain the student's role in bringing up the deficient areas. The student shall be referred to the counselor to discuss the deficiencies, as appropriate.
3. If, after two weeks from the time of the contact with the parents, the student has not shown satisfactory improvement based on multiple criteria, the teacher shall inform the director of special programs. The director of special programs shall schedule a conference with the student, parent, teacher, and selection committee. The selection committee shall include teachers, the principal, and the counselor. The majority of its members shall have completed 30 hours of basic gifted/talented training and be current with a minimum of six hours of training update. The teacher shall show the committee in writing areas of deficiency in performance or products, as well as records to indicate when the parents and the student were made aware of the deficiencies. All persons attending the conference may give input into ways the deficiencies can be improved. At the conclusion of the conference, the student and his or her parents shall be informed in writing of needed

improvement in the student's performance or products if he or she is to remain in the class.

4. If, after two weeks following the formal conference, the student does not show satisfactory improvement in the deficient areas, the teacher shall notify the director of special programs. A meeting with the selection committee and director of special programs shall be held and a final decision regarding removal of the student from the class shall be made. The director of special programs shall document the committee's decision and shall include such documentation in the cumulative folder of the student.

Parents or students may appeal any final decision of the selection committee regarding selection for or removal from the gifted program. A written appeal shall be made first to the director of special programs. The director of special programs will submit the appeal to the selection committee.

Appeals

If, after studying the written appeal, the committee chooses not to change their decision, then an appeal may be made to the director of special programs. The director will study the appeal and will meet with the person making the appeal. The director of special programs has the right to override the previous decision.

If the person making the appeal is not satisfied with the decision of the director of special programs, then an appeal may be made to the deputy superintendent. The deputy superintendent has the right to override the previous decision.

If the person making the appeal is not satisfied with the decision of the deputy superintendent, then an appeal may be made to the Superintendent. The Superintendent has the right to override the previous decision.

If the person making the appeal is not satisfied with the Superintendent's decision, final appeal may be made to the Board.

Program Evaluation

The gifted program shall be evaluated periodically, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.