

Request for Twice Exceptional Student Support

Student's Name: _____ Date: _____

School: _____ ID #: _____

Classroom Teacher(s): _____ Grade: _____

Contact Person/Title: _____

School/Contact Phone Number: _____

Parent(s) Name/Phone number/E-mail: _____

Is/are the parent(s) aware of this request? YES NO

BACKGROUND INFORMATION:

Student identified GT (Grade 3 or higher)? YES NO

If yes OR no, attach a copy of the GT report from the cumulative folder or record Raven/Inview data here.

Does the student have an IEP or 504?

What is/are the student's documented disability(ies)?

Are psychological and educational evaluation reports attached on O/SS? YES NO

If no, send a copy of the psychological and/or educational assessments along with the consult request. If the student has not been assessed, please explain.

1. Reason for support request:

- Consultation to remove barriers to the student's access to accelerated and/or enriched instruction in his/her current setting
- For consideration of a Wings mentor
- For consideration of a GT/LD services placement (students with IEPs only)

2. Other/further explanation regarding the purpose of the consultation (required—identify your school's needs as specifically as possible):

3. Briefly list the student's strengths and weaknesses:

| | Strengths | Needs |
|---------------------------|-----------|-------|
| Academic | | |
| Social emotional behavior | | |
| Other | | |

4. What strategies/interventions have been tried and to what result?

| Strategies/Interventions | Results |
|--------------------------|---------|
| | |

5. Is the child receiving components of accelerated and enriched instruction (e.g., advanced/Honors/AP courses, William and Mary, Junior Great Books, accelerated math, enrichment projects)?

YES, describe or NO, why not?

6. Does the student have any unique or significant talents, personal attributes, or areas of interest?

Principal's Signature: _____ Date: _____

If the student has an IEP, e-mail or pony to your special education supervisor (Room 230, CESC) for review and appropriate action.
If the student does not have an IEP, e-mail or pony to twice exceptional specialist (Room 177, CESC).