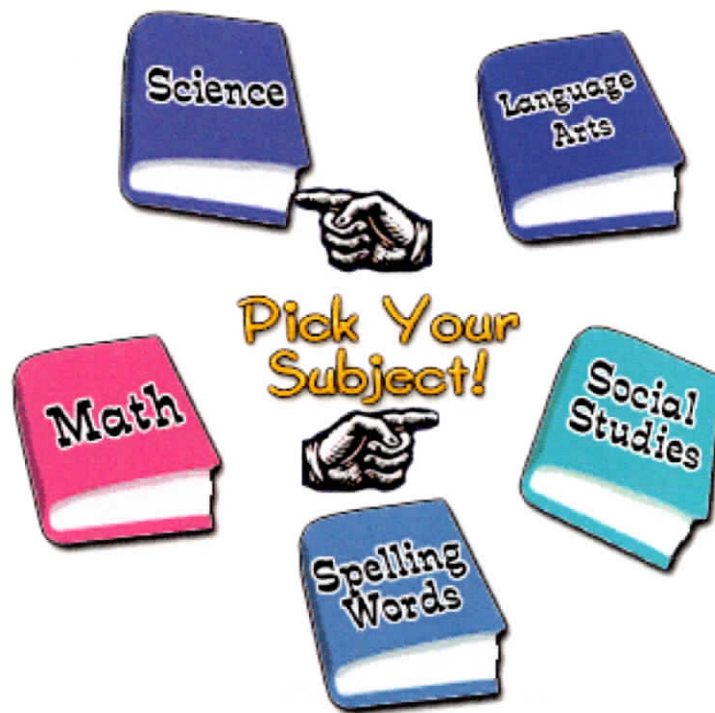


Procedures Manual For Gifted Services



Webster County Schools

Preston, Georgia

229-828-3365

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Webster County Schools

Mission Statement

The mission of the Webster County School System will be to provide a quality education, thus empowering individuals to become caring, competent, responsible citizens who value education as a life-long process.

Philosophy

The Webster County School System is dedicated to the concepts that every student has the right to an education that provides opportunities for the maximum development of his/her potential. We recognize that some students in our schools have capabilities that are beyond those of their age peers. The school system encourages, fosters, and supports educational efforts that meet provision for the special needs of gifted learners.

Program Goals

- Gifted students will develop advance research skills and methods. Curriculum for gifted students should allow for the in-depth learning of self-selected topics within the area of study relating the Georgia Standards of Excellence.
- Gifted students will develop and practice creative thinking and creative problem solving skills with a variety of complex topics within the area of study.
- Gifted students will develop and practice critical thinking and logical problems-solving skills in the pertinent academic area.
- Gifted students will develop advance communication skills. Curriculum for gifted students should encourage the use of new techniques, materials, and formats in the development of products that will be shared with real audiences.
- Gifted students will develop an understanding of self and how their unique characteristics may influence interactions with others.

Gifted Education Rule

Students in the Webster County School System become eligible for Gifted Education services based upon the criteria provided in the **State Board of Education Rule 160-4-2.38 Education Program for Gifted Students**. A multiple criteria assessment process is used to evaluate student eligibility for gifted services based on evaluation of academic achievement, mental ability, creativity, and motivation. The guidelines in the manual reflect the correct rules and regulations set up by the state and the Webster County Board of Education to maintain and effectively meet the needs of gifted learners. Any guidelines previous to this rule are void. **A complete copy of the GaDOE 160-4-2-.38 Rule Education Program for Gifted Students is located at the back of this manual.**

Gifted Program Definitions

Gifted Student—a student who meets the eligibility criteria as identified in the State Board of Education Rule 160-4-2-.38 and as defined in the *GADOE Resource Manual for Gifted Education Services*.

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.

Gifted Education Services Information

Stakeholders in Webster County are given information on the gifted services via the system web page, through each school's student handbook, brochures, and displays at our annual Open House. New students are provided information through a brochure provided at registration. School newsletters share information during the school year on gifted services. The local newspaper is also used to publicize activities and share information on gifted services.

Professional Development

The Gifted Coordinator provides professional learning in the area of gifted services through faculty meetings, handouts, and / or email to general education teachers and staff. If needed, professional learning can be provided during vertical and horizontal team meetings.

Family/Community Involvement

The Webster County Gifted Program shares activities and information about the gifted program through newspaper articles and invitations to activities and events. Opportunities are available throughout the year for students to showcase work and talents for parents and community viewing in the schools and throughout the area.

Gifted Eligibility Team

The Webster County School System Eligibility Team promotes the education of gifted students. The Gifted Eligibility Team consists of the Principal and/or Assistant Principal, System Testing Coordinator, the Gifted Coordinator/Teacher, a regular classroom teacher from the elementary, middle, and high school. The purpose of the committee is to determine eligibility criteria for each student. The main focus will be to review assessment data to determine eligibility into the Gifted Program and to match student's learning needs to service delivery options. Other topics for discussion include instructional modification for individual students identified through the referral process, student's strengths and weaknesses, probationary status, or continuation. The Gifted Education Coordinator will document the following:

- 1- The date of the meeting.
- 2- The purpose of the meeting.
- 3- The members of the committee (by signature).
- 4- Any decisions the committee agreed upon.

Types of Referrals

Reported Referral

A student may be referred for consideration for gifted services by teachers, counselors, administrators, parents, guardians, peers, self, and other individuals with knowledge of the student's abilities.

At the beginning of the school year, the Gifted Education Coordinator will meet with the entire faculty to acquaint them with characteristic behaviors of gifted students and to explain the student search process. The purpose of the student search process is to identify any student who displays characteristics to produce referrals to the Gifted Program which are substantial and valid. Teachers, administrators, parents, counselors, peers, self and other individuals with knowledge of the student's abilities may refer a student for consideration. Those nominating simply contact the Gifted Education Coordinator and supply the name of the student they are nominating. The Gifted Education Coordinator will have the regular education teacher

complete a nomination form for gifted services which includes basic information, sample work and tests scores. When a parent or guardian refers a child to the Gifted Eligibility Team, the Gifted Education Coordinator will request that the parent/guardian complete a checklist of the child's traits to be used as additional data for the eligibility team.

Automatic Referral

Students who score at specified levels on a norm-referenced test as defined in the GaDOE Resource Manual for Gifted Educations Services, for further assessment to determine eligibility for gifted programs services

Webster County School System does not administer a norm-references test school wide at any grade level. For automatic referral, a review of scores from the Georgia Standardized testing will be used. Students that score in the "Exceeds the Standard" category in any subtest given for that grade level, a closer look for potential giftedness will be conducted. End-of-Grade (EOG) scores and the Georgia Standardized test will be reviewed and compiled for all students being considered for potential giftedness.

Once a referral is made, parental notification and permission is obtained. Additional testing is that which is conducted to further determine the eligibility for gifted services for the individual. Parental permission for automatic referrals will be obtained before meeting to determine the need for further testing.

Assessment Administration Timeframe

Assessment of students referred for the gifted services will be conducted at two times during school year—first grading period for students new to Webster County and in the spring for students referred during the school year. The Gifted Education Coordinator gathers all appropriate information to present to the Gifted Eligibility Team Committee for consideration of further testing. When the Gifted Eligibility Team refers a student for further assessment, the gifted education coordinator will administer appropriate tests and/or gather necessary data in all four categories of eligibility. This process can vary from student to student depending on grade level and assessment date already available.

Review of Referral

Based on the timeframe for referrals, the Gifted Coordinator will schedule a meeting with the Gifted Eligibility Team. The team will review all available data and make a determination concerning further testing for eligibility.

Referral/Assessment Process/Notification/Consent

- 1-Student Referrals can be made by teacher, administrator, parent, counselor, peers, self, and other individuals with knowledge of the student's abilities by contacting the gifted education coordinator
- 2-When a parent/guardian refers a child to the Gifted Eligibility Team, the gifted education coordinator will request that the parent/guardian complete a "Checklist of Child Traits" to be used as additional data for the Gifted Eligibility Team.
- 3- After a referral is made, the gifted education coordinator will notify the parent/guardian in writing and request consent to test and/or gather further information to determine eligibility to the Gifted Program.
- 4- After obtaining parent permission, the child's teacher(s) will be asked to complete a referral packet and a "Student Observation Checklist" to be used as additional data for the Gifted Eligibility Team.
- 5- The gifted education coordinator will compile all available data and present it to the Gifted Eligibility Team. The team will review the data and determine if further testing is needed.
- 6- If further testing is not needed, the parent will be notified in writing that the eligibility process has ended.
- 7- When the Eligibility Team recommends further testing, the Gifted Education Coordinator will proceed with the designated test(s) as stated in Georgia Rule 160-4-2-.38 for determining gifted eligibility. Once testing has been completed and the Eligibility Team reviews the results, the parent(s) will be notified in writing.

8- If a student meets eligibility criteria, the gifted education coordinator will obtain written consent from the parent/guardian before providing gifted education services to student determined to be eligible for gifted services.

9- A copy of the GaDOE's Referral and Eligibility Process Chart is located at the back of this manual.

Eligibility and Criteria

Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.

1. To be eligible for gifted 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 (b) score at or above the 90th percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test.

OR

2. Qualify through a multiple-criteria assessment process by meeting the criteria in any of three of the following four areas: mental ability, achievement, creativity, and motivation.

Data shall be used for eligibility in four areas according to the following:

Mental Ability:

Student shall score at or above the 96th percentile on a composite or full scale score or appropriate component score as defined in the GaDOE Resource manual for Gifted Education Services.

Webster County Schools has determined that the **Cognitive Abilities Test (CogAT) Test Forms 7 and 8** will be used for establishing eligibility.

Achievement:

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.

Webster County Schools has determined the **Woodcock-Johnson Tests of Achievement IV** will be used for establishing eligibility.

Creativity:

Students shall score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking or receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale.

Webster County Schools has determined that students in grades K-5 will use the Torrance Test of Creativity and grades 6-12 will also use the Torrance Test of Creativity.

Motivation:

Students shall score at or above the 90th percentile on a standardized motivational characteristic 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 numerical grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and 89 = B. Grades used to determine GPA or NGA must be a two-year average of regular school program core subjects in mathematics, English/Language arts, social studies, science, and a full year world languages. Webster County Schools uses the Gifted Evaluation Scale (GES-IV) or Portfolio for grades K-5 and Rating Scale or GPA or NGSA for grades 6-12.

Approved / Alternative Testing Instruments

Mental Ability	Achievement	Motivation	Creativity
CogAT Forms 7 & 8 All grades	Woodcock-Johnson IV All grades	GES-IV (1-5) or Portfolio (K-5) Rating Scale or GPA or NGSA – 2 yr Average (6-12)	Torrance Test of Creativity All grades

- Test scores used to establish eligibility shall have been administered within the past two calendar years.
- Any data used in one area to establish a student’s eligibility shall not be used in any other data category.
- All tests used to determine gifted eligibility shall be the most current editions of tests or editions approved by the GaDOE.

Use of Outside Data

The Webster County School District will use external testing data for Gifted referral purposes only. A committee will review the outside data to determine if the Gifted Candidate will proceed in the testing process for Gifted Educational Services in the Webster County School System. Private testing data will not be used as a determining eligibility factor for Giftedness.

Assessment data gathered and analyzed by a source outside the student's school or school system must be considered as part of the referral and evaluation process. However, these outside data shall not be substituted for data the school generates during the testing/evaluation process and may never be the sole source of assessment data. The system shall never rely on this data exclusively for determination of eligibility for gifted education services. Outside test data may be used as part of a comprehensive profile of test and non-test evidence of advanced instructional need.

Transfer Students (Within the State of Georgia)

In the case that a qualified gifted student from within the State of Georgia transfers into the Webster County School System, the school records clerk will initiate the referral process by notifying the Gifted Education Coordinator. The student will begin gifted services only after former records have been received and reviewed. The transferring student must meet the criteria for continuation of gifted services as established by the Webster County School System. Parental permission must be secured before a student begins participation. At the beginning of the school year, Gifted Education Coordinator will review the records of new students entering the system for possible placement in the gifted program.

Transfer Students (Out-of-State Students)

A student served by the Gifted Program in schools out-of-state is immediately referred for consideration. Georgia State requirements, however, must be met in order for the student to be placed into the Gifted Program within the State of Georgia. Valid testing information from the previous school will be reviewed when considering placement according to Georgia's requirements. A student may need to take additional test(s) in order to determine eligibility under Georgia State requirements. Parent permission will be obtained before administering any test. There is no mandated reciprocity between states unless the student is a dependent of military personnel.

Eligibility Status

Parents will be notified of eligibility/ineligibility status. Parents will be given an opportunity for conferencing. Parental permission will be requested for students to participate in Gifted Education.

Gifted Service Model

The Webster County School System has chosen the Collaborate Teaching Model for K-12 students. In this model, direct instruction will be provided by the regular classroom teacher and the Gifted Education Teacher will collaborate in the development of challenging assignments which substitute for or extend the Georgia Standards of Excellence (GSE) which the identified gifted student has already mastered in the four core subjects: ELA, Math, Science, and Social Studies. The regular classroom teacher and the Gifted Coordinator/teacher will collaborate to ensure that gifted students will focus on developing cognitive, learning, research/reference, and Meta cognitive skills at each grade level.

The program will provide differentiated curricula offerings based on the assessed needs of the students while meeting the GSE objectives and state gifted standards.

Webster County Schools will review and revise its gifted curricula annually or as revisions are needed.

Students will receive at least five segments per week of gifted education services.

Regular classroom teachers serving gifted students will collaborate with the Gifted Coordinator each week or its monthly equivalent. A Gifted meeting will be scheduled at least two times per quarter with the Gifted Coordinator to ensure gifted students educational needs are being met.

Curriculum Adaptations for Ineligible Students

When a student is found to be ineligible for gifted program services, curriculum adaptations will be recommended by the Eligibility Team should the assessment information indicated curriculum adaptations are needed. The student's teachers will be made aware of these recommendations so that implementation of the curricular adaptations can take place in the student's regular education classes.

Continuation Policy for Gifted Services

Believing that high expectations must be established for those students who have potential for high achievement, the Webster County School System has developed criteria that a student eligible for services through Gifted Education must meet in order to continue receiving services in the Gifted Program. The criteria are in compliance with the guidelines of the GaDOE's Education Program for Gifted Students. The process of each student receiving gifted education service shall be reviewed annually. Students performing satisfactorily in regular education and gifted education classes shall continue to receive gifted education services. The Continuation Policy for gifted education is part of the Gifted Procedures Manual. Parent(s) or guardian(s) will be given a copy of the Continuation Policy at the time of the student's placement for gifted education services and at the end of the school term reflecting the data from the annual review of the student.

Academic Performance Criteria

A Student who has been officially placed in the Gifted Program may continue to receive gifted programming services as long as he/she meets the following criteria:

Grade K-2

Satisfactory performance shall be defined as ***maintaining 85% or higher in each subject area and classes in which the student is receiving Gifted Education services.*** Student progress will be evaluated at the end of each quarter.

Grade 3-8

Satisfactory performance in regular and/or Gifted Education classes shall be defined as an ***85% or higher in each core subject area (English/Language Arts, Reading, Mathematics, Science, and Social Studies).*** Student progress will be evaluated at the end of each quarter.

Grade 9-12

Satisfactory performance in regular and/or Gifted Education classes shall be defined as an ***85% or higher in each core subject in which the student is receiving Gifted Education services.*** Student progress will be evaluated at the end of each quarter.

Probation (Academic)

Grades of Gifted Education participants are reviewed at the end of each quarter. Any student in grades k-12 who does not maintain an 85 average or above in all core subjects in which the student is receiving Gifted Education services, within a quarter period, will be placed on probation for the next quarter. Parents and students will be notified at any time when continuation criteria are not being met. At this point, a probation period will begin while that student remains in the program.

1 - A Gifted Support Team Conference will be scheduled to review student performance and to develop an Individual Academic Plan. The student and parent will be encouraged to attend this meeting. The probation form will be completed by those in attendance. A copy will be placed in the student's gifted records and a copy will be provided to the parent.

2 - The parent and the student will be notified in writing of probation.

3 - The student is eligible for gifted services during the probation period.

4 - The student remains on probation for the next grading period.

5 - During the probation period, the Gifted Education Coordinator will frequently meet with the student and regular education teacher and gifted education teacher to monitor the progress of the student.

6 - At the end of the subsequent grading period, the Gifted Education Coordinator will review the student's progress and provide adequate communication with the parents.

7 - If at the end of the probation period, continuation criteria have not been met, the student will be withdrawn from the Gifted Program. If continuation criteria have been met, the student will be returned in good standing to the Gifted Program. Parents/Guardians will be notified in either case.

Discontinuation/Withdrawal (Academic)

1- If a continuation criterion is not met during the probationary period the student is removed from the program. However, if extenuating circumstances for continuation can be documented, the Gifted Eligibility Team may agree to continue the probation period.

2- The Gifted Education Teacher completes the Review of Continuation Form. The original will be placed in the student's gifted folder and a copy will be given to the parents.

Voluntary Withdrawal

At any time, a parent may request that the student no longer receive gifted services. Voluntary Withdrawal is defined as any student intentionally exiting the Gifted Program while meeting all continuation criteria. A student may voluntarily withdraw from the Gifted Program even though he or she meets the continuation criteria established by the Webster County School System.

Reasons could include, but are not limited to:

- Deciding to home school
- Attend a Private School
- Moving out of the country for a few years
- Parent Request

The Voluntary Withdrawal Form indicating parental request of the withdrawal will be signed at the time the request is made. This form shall be placed in the gifted folder for the student.

To re-enter the Webster County Schools Gifted Program, a student must follow the guidelines for re-entry into the Gifted Program.

Procedure for Re-Entry

1 – Students who have exited Webster County Schools Gifted Program may make a request for re-entry if the student has met the continuation criteria each grading period from the time of withdrawal to the time of requested re-entry.

2 – Parent permission to place (re-entry) is obtained before the student can re-enter the Webster County Schools Gifted Program.

3 – If initial eligibility determination is less than two (2) years old at the time of the request for re-entry, the student can re-enter the program under the original eligibility data.

4 – If the initial eligibility determination is more than two (2) years old, the student must undergo the full evaluation process and meet eligibility criteria.

5 – If a student is withdrawn from the program by choice (parent withdrawal or non-attendance) more than once, the student will not be allowed to participate in the Gifted Education Program after the second withdrawal.

Parent Notification

A copy of the Continuation Policy will be given to the parents of gifted students at the time the parents sign permission for placement, if placement status changes, as well as any time policy is amended.

Re-Evaluation of Students Previously Ineligible for Services

A student may be re-evaluated for eligibility to the Gifted Program after a two-year wait. For example: if a student is evaluated during the fall of 3rd Grade year, the student will be eligible for evaluation again during the fall of his/her 5th Grade year.

For students in 2nd Grade who do not meet the Option 1 (Mental Ability and Achievement) Requirement, their file will be reviewed at the beginning of their 3rd Grade year to determine if eligibility is met with Option 2 (3 out of 4 multiple criteria).

Administering Back-Up Test

The Webster County School System has determined the testing instrument that will be used to evaluate students for eligibility into gifted services. If the Gifted Eligibility Team feels that more data is needed before a final decision can be made, then the team can recommend that one of the alternative testing instruments can be used. (See page 8 of the Webster County Gifted Service Procedural Manual for the list of approved testing instruments.)

Data Collection

Webster County School System's Gifted Coordinator shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students served during the school year. The data shall be archived and maintained by subgroups, which shall include at least the grade level, gender and ethnic group of the students.

Evaluation of Gifted Education Program

The Webster County School System will evaluate the gifted program at least every three years using criteria established by GaDOE.

Public Review

The Webster County School System will make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and its gifted education curricula. Webster County School System's Procedures for Gifted Manual can be viewed on the website or in our media center.

**Gifted
Nomination
Form**

___ Initial
___ Retested
___ Transfer

**Webster County Schools
Gifted Education Services
Nomination Form**

Motivation Score: _____
Creativity Score: _____

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 requested below.

BIOGRAPHICAL INFORMATION

Name: _____
Last First Middle

Race: Caucasian African-American Asian Indian Hispanic Multi-Racial Other

Grade: _____ Sex: Male / Female Date of Birth: _____

Nominating Person: _____ Position: _____
Date of Nomination: _____

Type of Nomination: Teacher Parent Automatic Other: _____
Parent / Guardian(s): _____

Child lives with: Both parents Mother Father Grandparents Other: _____

Address: _____

Home Phone # _____ Work/Cell Phone # _____

Nominating Procedure: Nominating Person is responsible for collecting the following:

Please check each step as it is completed.

- _____ 1. Complete the biographical information on this form.
- _____ 2. Photocopy and attach most recent report card (if applicable).
- _____ 3. Include at least one existing example of the student's work that shows the student's gifted strength. (Story, play, poem, artwork, speech, performance, video, invention, project).
- _____ 4. Two (teachers) completed rating scales on Creativity and Motivation.

After you have gathered the above information, give this completed form to the Gifted Education Coordinator for submission to the nominating committee. The Nominating Committee will review the profile of the student through the existing data presented to determine appropriate action. This committee recommends one of the following options:

- 1- A formal request for further evaluation
- 2- A request for additional information
- 3- No referral

Nominating Committee Recommend the following option: _____ Date: _____

Nominating Committee: _____

GaDOE Gifted Rule

160-4-2-.38

**Education Program
for Gifted Students**

Section IX: State Board of Education Rule 160-4-2-.38 Education Programs for Gifted Students with Annotation

2.1. DEFINITIONS

(a) **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.

Gifted students need the opportunity to work through the curriculum at a faster pace and need less time on basics and revision. The curriculum is differentiated in complexity and acceleration which offers a variety of options for students who differ in abilities, knowledge, and skills. In a differentiated curriculum, teachers offer different approaches to what students learn (content), how students learn (process), how students demonstrate what they have learned (product) and how they are evaluated (assessment) (Tomlinson, 2000).

(b) **Georgia Department of Education (GaDOE)** – the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.

(c) **Gifted Student** - a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

The GaDOE describes a gifted student as one 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, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities. The abilities manifest in a collection of traits, aptitudes, and behaviors that, when taken together, are indicative of gifted potential.

(d) **Local Board of Education (LBOE)** – agency charged with adopting policies to govern educational entities within the local educational agency.

(e) **Local Educational Agency (LEA)** – local school system pursuant to LBOE control and management.

(f) **Panel of Qualified Evaluators** - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.

Local school systems are responsible for training qualified evaluators 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 must be maintained by the LEA. Examples of a qualified evaluator include grade and subject level teachers and scientists from a local business or college.

(g) Qualified Psychological Examiner - a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.

LEAs are required to have licensed psychologists administer assessments that are designed to be given individually. Examples of assessment designed for individual administration include the WISC IV and Stanford Binet – 5. In Georgia, school psychologists and psychometrists are licensed by the Georgia Professional Standards Commission and can give individually designed assessments.

Some assessments that are designed to be given individually or in small groups may have specific requirements for the administrators of the assessment based on the assessment's administrator/examiner's manual in addition to the regular testing protocols for group assessments. Follow the administrator's manual for qualifications of examiners.

(h) State Board of Education (SBOE) – the constitutional authority which defines education policy for public K-12 education agencies in Georgia.

2.2. REQUIREMENTS

(a) Notification. The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:

LEA personnel should consider a variety of ways to make sure all members of the community have access to information about their gifted education program. Suggestions for the communication include: (a) system and local school websites, (b) parent/student handbooks, and (c) school brochures. The information about the local gifted program should be available in a variety of languages.

Example: "In order to qualify for gifted education services, a student shall meet criteria established by the State Board of Education in the following four areas: mental ability, achievement, creativity, and motivation. Any responsible person with knowledge of a student's advanced and/or accelerated educational needs may refer a student for evaluation to determine eligibility for gifted education. For additional information please contact the Gifted Education teacher at your child's school or (Name), the Gifted Program Coordinator, at (contact information)."

- Referral procedures and eligibility requirements adopted and applied by the LEA.

Local districts must establish a decision-making process that allows professional staff members to consider all information collected during the student search stage of the nomination process and determine whether it is appropriate to proceed with a formal referral and further assessment. This decision-making process must be applied consistently to all students who meet the district's automatic consideration criteria, as well as to those who are nominated through a reported referral. Factors to be considered in this screening process should include the strength of the evidence of the student's advanced learning needs, the recency and performance levels of any previous gifted program referral, circumstances which would indicate those assessment results are no longer valid, or other criteria adopted by the local district.

When a Student Search/Eligibility Team evaluates nominated students, the Eligibility Team chairperson or the designated individual must document the following:

- *the date of the meeting/decision,*
- *the committee members present,*
- *the names of the students who were considered,*
- *the source of the nomination (automatic, teacher, parent, etc.), and*
- *the committee's/individual's decisions and rationale for those decisions regarding whether each student who was considered should be referred for formal evaluation.*

Student data shall be kept by grade level, subgroups, and demographics. This data shall be reviewed at least annually as part of the local district's formative evaluation of gifted program services. The nomination process should be scrutinized for any factors that may be contributing to underrepresentation of some groups of students in the district's program for gifted students. The nomination, decision-making, and formal referral data must be summarized and reported upon request to the Department of Education as part of the district's evaluation report.

- Notification of initial consideration for gifted education services.
- Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.
- The type(s) of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.

A complete list and description of Georgia Department of Education-approved delivery models is located on pages 14-20 of this manual.

- Performance standards that gifted students should meet to maintain their eligibility and receive continued services in the program.
- A description of the probationary period applied to students in jeopardy of losing their eligibility for services.
- The description shall include the length of the probationary period and the criteria.
- Termination of services when students on probation have failed to meet criteria for continuation of services.

(b) **Referrals.** The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services*. (Referral begins at the time that the determination has been made to evaluate the student for gifted eligibility.)

- **Reported Referral.** A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities.
- **Automatic Referral.** Students who score at specified levels on a norm-referenced test as defined in the *GaDOE Resource Manual for Gifted Education Services*, for further assessment to determine eligibility for gifted program services.
 - The Local BOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.
 - The Local BOE shall ensure that tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students and shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.

(c) **Consent.** The LEA shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. The LEA shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services.

Parent(s)/Guardian(s) must be notified when their child is being considered for possible gifted program placement at whatever point district personnel need to evaluate a student's performance in any way which is not done routinely for other children in that grade. Parental consent to conduct any group or individual testing or to engage in formal evaluation of student product or performance is required. Similarly, professionals may discuss and record their observations of a student's classroom performance and other indicators of cognitive or creative strengths, and master lists of all students' standardized test scores may be screened for the purpose of identifying automatic referrals without parental permission.

(d) **Eligibility.** The LBOE shall adopt eligibility criteria that are consistent with this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

- 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 described in paragraph (2)(d) 5.(ii) Achievement, 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.

- To be eligible for gifted education services for Option B, a student must meet the qualifying score on at least one nationally norm-referenced test and must have qualified in two other categories by either assessment, observational data collected on his/her performance, or production of a superior product(s) as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.
- Test scores used to establish eligibility shall have been administered within the past two calendar years.
- Any data used in one area to establish a student's eligibility shall not be used in any other data category.

Children who are being evaluated for gifted services must be assessed in all four data categories and must have a qualifying score on a nationally norm-referenced test (see page 11). If an assessment is used in one data category, it cannot be used in another category. For example, if a student has a qualifying score on a mathematics product in achievement that same product cannot be used to determine eligibility in the motivation data category.

- Data shall be used for eligibility in the four areas according to the following:

Mental Ability.

- K-2 Option A: Students must have a composite score at the 99th percentile on an approved nationally age-normed mental ability test.
- 3-12 Option A: Students must have a composite score at or above the 96th percentile on an approved nationally age-normed mental ability test.
- K-12: Option B: Students must have a composite or appropriate component score at or above the 96th percentile on an approved nationally age normed mental ability test as defined in the *GaDOE Resource Manual for Gifted Education Services*.
- 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, disabilities, and economic background within a 10-year period prior to administration.
- Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

Guidelines Related to the Assessment of Mental Ability

For establishing the required standard in the mental ability category of Rule 160-4-2-.38, an age norm component or age norm composite score must be used in the assessment process (see page 11). It is appropriate to use a component score to partially establish a student's eligibility for gifted program services if the assessment meets the following circumstances:

- The subtest contains enough items and enough variety of items to provide a comprehensive assessment of the student's abilities in a given content domain;*
- The component battery was normed separately from the total test composite score and the other subtests;*
- The test publisher recommends the use of component scores for identifying the abilities of gifted students;*
- The preponderance of both test and non-test evidence collected during the assessment process supports that component score as the best measure of the student's mental ability; and*
- The local school district can provide a match between the student's identified strengths and gifted program curriculum.*

Achievement.

- 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 or have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score at or above 90 on a 100-point scale as evaluated by a panel of qualified evaluators.
- 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 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.
- Performances and products shall be assessed by a panel of qualified evaluators and must be produced within the two calendar years prior to evaluation.

SBOE Rule 160-4-2-.38 authorizes two (2) different approaches to the assessment of achievement:

1. Standardized achievement tests

SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS allows LEAs to use either age or grade norms for standardized achievement test scores. It is generally recommended that districts use grade norms, since the purpose is to evaluate the child's achievement in comparison to other children in that grade level (so the LEA can judge to what degree the child would benefit from additional challenge). However, there may be times when it would be appropriate to use age norms (e.g., those are the only scores available, or the child has been radically accelerated). It is important that the professionals at the local level decide which norms they want to use (or under which circumstances they

might use either set of norms), put that decision in the local administrative procedures manual, and follow it consistently with all children.

Some achievement tests provide two composite scores, derived from different subtests. For example, the Iowa complete battery yields a Composite score and a Total Core score. When using a Total Battery score to establish a student's eligibility, it is recommended that LEAs use the composite score that includes the most items from the test areas, i.e., it is the most comprehensive measure of the student's academic achievement.

2. Product/Performance Assessment

The evaluation process must meet the following criteria:

- ♦ *There must be at least three members on the panel of qualified evaluators that assess the student products/performances.*

- ♦ *Panel members must be provided with training in the scoring of products/performances. They should never be asked to make broad, global judgments as to a student's level of achievement. Instead, scoring rubrics should provide detailed descriptions of various levels of performance and examples of each in order to help observers clearly and consistently distinguish between superior levels of performance and those that are more typical for a student of that age.*

- ♦ *The district must keep written documentation confirming the qualifications of each member of a juried panel.*

- ♦ *To ensure consistency in the scoring process, the evaluations should be conducted simultaneously, independently, and without discussion by the panel members regarding their individual ratings. Each qualified evaluator should then submit a separate evaluation, using a locally developed or adopted evaluation rubric that uses a 1-100 scale of quality. The rubric should include narrative descriptors for each area and assigned values. The independent ratings are then averaged, and the mean score is used as a measure of the student's level of performance.*

Creativity.

- Students shall score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale, or receive from a panel of qualified evaluators a score at or above 90 on a 100-point scale on a structured observation/evaluation of creative products and/or performances.
- 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.

Standardized tests of creative thinking should be scored by individuals who have been trained and have reached a satisfactory level of inter-rater reliability.

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

All teachers who complete rating scales must have training on the concept of creativity, the characteristics of gifted students, how the particular scale describes those distinguishing behaviors, and how the different items on the scale should be interpreted.

- As evidence of creativity, students or individuals on behalf of students may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

Product/Performance Assessment

The evaluation process must meet the following criteria:

- *There must be at least three members on a panel of qualified evaluators that assess the student product/performances.*
- *Panel members must be provided with training in the scoring of products/performances. They should never be asked to make broad, global judgments as to a student's level of creativity. Instead, scoring rubrics should provide detailed descriptions of various levels of performance and examples of each to help observers and consistently distinguish between superior levels of performance and those that are more typical for a student of that age.*
- *The district must keep written documentation confirming the qualifications of each member of a juried panel.*
- *To ensure consistency in the scoring process, the evaluations should be conducted simultaneously, independently, and without discussion by the panel members regarding their individual ratings. Each qualified evaluator should then submit a separate evaluation, using a locally developed or adopted evaluation rubric that uses a 1-100 scale of quality. The rubric should include narrative descriptors for each area and assigned values. The independent ratings are then averaged, and the mean score is used as a measure of the student's level of performance.*

Motivation.

- Students shall receive a score at or above the 90th percentile on a standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances, 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 a 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.

All teachers who complete rating scales must have training on the concept of motivation, the characteristics of gifted students, how the particular scale describes those distinguishing behaviors, and how the different items on the scale should be interpreted.

- As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation. Motivation-structured observations may be conducted as well. The products, performances, or structured observations submitted shall be reviewed by a panel of qualified evaluators.

Product/Performance Assessment

The evaluation process must meet the following criteria:

- *There must be at least three members on a panel of qualified evaluators that assess the student product/performances.*
- *Panel members must be provided with training in the scoring of products/performances. They should never be asked to make broad, global judgments as to a student's level of motivation. Instead, scoring rubrics should provide detailed descriptions of various levels of performance and examples of each to help observers and consistently distinguish between superior levels of performance and those that are more typical for a student of that age.*
- *The district must keep written documentation confirming the qualifications of each member of a juried panel.*
- *To ensure consistency in the scoring process, the evaluations should be conducted simultaneously, independently, and without discussion by the panel members regarding their individual ratings. Each qualified evaluator should then submit a separate evaluation, using a locally developed or adopted evaluation rubric that uses a 1-100 scale of quality. The rubric should include narrative descriptors for each area and assigned values. The independent ratings are then averaged, and the mean score is used as a measure of the student's level of performance.*

- GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English language arts, social studies, and full year world language, if such language study is included in the student's records.

All assessment procedures selected to determine a student's need for gifted program services should help district personnel identify those students who are performing at the extremely high end of whatever performance/ability continuum is being assessed. Therefore, if a district has chosen to use GPA or NGA in the area of motivation to (partially) establish students' eligibility for gifted program placement, the local district must set a minimum performance standard for GPA and/or NGA. The standard must be set at a level which is achieved by no more than 10% of the students in each grade level where GPA or NGA is being used to measure motivation. For example, GPA criterion can (and probably will be) set higher than 3.5 on a 4-point scale, but under no circumstances should it be set lower than 3.5.

- Assessment data that were gathered and analyzed by a source outside the student's school or LEA shall be considered as part of the referral and evaluation

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.

LEAs and local school personnel should review the referral and evaluation data of gifted students entering their school system. If the referral and evaluation data was completed by a fully accredited private or public school, the receiving LEA and/or school may use the transferring school's referral and evaluation data to determine gifted eligibility criteria described in Georgia State Board Rule 160-4-2.38 Education Program for Gifted Students.

LEAs should establish policies regarding evaluations completed by "outside sources." Outside sources are defined as private and/or for-profit evaluators (psychiatrist, psychologist, psychometrist, etc.)

- **(e) Continued Participation.** The LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA 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 gifted education classes, as described in the LBOE continuation policy and stated in the continuation policy.
- The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the Local BOE.
- The LBOE continuation policy shall provide for a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period and criteria for resuming gifted education services for such students.

The key to the ongoing evaluation of the match between identified students' learning needs and gifted program services should be the LEA's Continuation Policy. The continuation criteria for gifted classes should be designed with consideration for the rigor and relevance of the gifted education program curriculum/standards that are appropriate for the advanced cognitive, creative, and motivational strengths of gifted learners. When developing a continuation policy, it is important to keep in mind that the student was identified initially based on exceptional abilities and as described in this resource manual.

Therefore, procedures, much like those used with Student Support Teams/MTSS, should be included in the local continuation policy to determine why a student is not performing as expected if indeed his/her performance is not satisfactory.

If the problem(s) persists, a Plan of Improvement, including specific goals and evaluation criteria, should be written and a probationary period defined in the gifted course where the needed scores for continuation have not been met. During this time, the student continues to receive gifted

education services in the content area/class/course in question, but his/her eligibility for receiving gifted education services is in jeopardy and the parent(s) and/or guardian(s) must be notified. During the probationary period, the student should receive interventions/instructional strategies as part of the MTSS framework that would assist the student to improve his/her performance in the gifted class/course. At the conclusion of the probationary period, the Review Team meets again to discuss the student's progress. If the student has been able to meet the prescribed goals, placement in the gifted education program content area continues; if the goals have not been met, gifted education services will be discontinued in the gifted course where the needed scores for continuation were not met and parent(s)/guardian(s) are notified in writing, including specific criteria or conditions to be met for the student to resume gifted education services in that content area.

There are circumstances in which a gifted student will voluntarily withdraw from the gifted program. These are example of "breaks in service":

- Attendance at a private or home school program
- A move to another state

These types of absences from the gifted program should be addressed in the local administrative procedures. The SBOE Rule requires local districts to establish continuation criteria, and those criteria should address how reinstatements are handled. The adopted procedure should be followed consistently with all students.

(f) Reciprocity. Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state.

- As described in the section on Reciprocity in the GaDOE Resource Manual for Gifted Education Services, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services established by the LBOE of the receiving school system.
- There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.

When an eligible gifted education student transfers from a state-funded school or school district in Georgia, the receiving school or district should carefully review the student's gifted education records. If gifted education records are not available, school personnel should contact the transferring district or school to obtain the student's gifted education records before placing the student into the gifted education program. The receiving district or school should honor the continuation policy of the transferring school. The continuation or probation plan should be completed in the receiving district's gifted content area in question if the receiving district has gifted services in that content area. The student should be admitted into any other gifted courses to align with the student's original schedule in good standing. Gifted education programs are not federally funded or mandated, which means each state sets their own guidelines and funding standards. Therefore, a student who is eligible for services in one state is not automatically eligible in Georgia. The receiving school or school district in Georgia should complete an eligibility evaluation on out of state transfer students in a timely manner.

(g) Curriculum and Services to Be Provided

- The LBOE shall develop curricula for gifted students that incorporate SBOE approved standards. LBOE curricula for gifted students 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.
- LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.
- 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 the *GaDOE Resource Manual for Gifted Education Services*.

(h) Data Collection

- The LBOE shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services (students whose parents received permission to evaluate/test for determination of eligibility), the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.
- The LEA shall evaluate its gifted program at least every three years using criteria established by GaDOE.

(i) Public Review.

- The LBOE shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula.
Authority O.C.G.A. § 20-2-151; 20-2-152; 20-2-161.

Adopted: May 10, 2012

Effective: May 30, 2012

Section X: Gifted Education Organizations

Council for Exceptional Children (CEC)

<https://exceptionalchildren.org/>

Georgia Association for Gifted Children (GAGC)

www.gagc.org

National Association for Gifted Children (NAGC)

www.nagc.org

World Council for Gifted and Talented Children (WCGTC)

<https://www.world-gifted.org/>

Section XI: Reference

Cobb County Board of Education. (2012). *Resource Manual for Gifted Education Services*. (Available from Cobb County Advanced Learning Programs, 514 Glover Street, Marietta, Ga 30021)

Coleman, M.R. & Hughes, C. (2009). Meeting the Needs of Gifted Students Within an RtI Framework. *Gifted Child Today* (32)3, 14-17.

Hall, T., Stangman, N. & Meyer, A (2011). *Differentiated Instruction and Implications for Universal Design for Learning*. Retrieved December 14, 2011, from The National Center on Accessible Instructional Materials Web Site:

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Tomlinson, C. & Imbeau, M. (Speakers). (2011). *Leading and Managing a Differentiated Classroom*. (webinar). Association for Supervision and Curriculum Development. ASCD.org/professions

Gifted Education Eligibility Chart

and

Referral and Eligibility Process Chart

Section III: Gifted Education Eligibility Chart

<ul style="list-style-type: none"> • In option A and B, information must be gathered in each of the four categories. • At least one of the criteria must be met by a score on a GaDOE-approved, nationally norm-referenced test. • Any data used to establish eligibility in one category cannot be used to establish eligibility in another category. • If a rating scale is used to evaluate creativity, a rating scale cannot be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale cannot be used to evaluate creativity. • Any piece of information used to establish eligibility must be current within two calendar years. • Local school systems must establish policies regarding the use of data gathered and analyzed by private entities. 		
Category	Option A	Option B
	<p>Student must have a qualifying score in the mental ability AND achievement categories.</p>	<p>Student must qualify in <u>three of the four</u> categories.</p>
Mental Ability	<ul style="list-style-type: none"> • Grades K-2: 99th percentile composite score on a nationally age normed mental ability test • Grades 3-12: ≥96th percentile composite score on a nationally age-normed mental ability test 	<ul style="list-style-type: none"> • Grades K- 12: ≥ 96th percentile composite OR appropriate component score on a nationally age-normed mental ability test
Achievement	<ul style="list-style-type: none"> • Grades K-12: ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test 	<ul style="list-style-type: none"> • Grades K-12: ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test • Grades K – 12: Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Creativity	<ul style="list-style-type: none"> • Evaluation data required 	<ul style="list-style-type: none"> • Grades K-12: ≥ 90th percentile on composite score on a nationally normed creativity test • Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile • Grades K-12: Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

<p>Motivation</p>	<ul style="list-style-type: none"> • Evaluation data required 	<ul style="list-style-type: none"> • Grades 6-12: Two-year average of a 3.5 GPA/NGA on a 4.0 scale in regular core subject of mathematics, ELA, social studies, science, and full year world languages (This should be the top 10% of the core courses listed. See pg. 36 for additional information) • Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile • Grades K – 12: Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
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Section IV Referral and Eligibility Process Chart

