

Coffee County Schools



Gifted Education Procedures Manual

Coffee County Schools

Douglas, GA

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ADMINISTRATIVE PROCEDURES GIFTED EDUCATION SERVICES

Purpose

The Coffee County Board of Education recognizes the need to provide Gifted Education services to students who have the potential for exceptional achievement. These procedures provide the framework for provisions of these services as outlined in State Board Rule 160-4-2.38.

Definition

A Gifted Student is identified as one who demonstrates a high degree of intellectual, creative and/or artistic ability(ies), possesses exceptional leadership skills, 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.

Goals

Gifted Students will:

- Develop advanced research skills and methods
- Develop and practice creative thinking and creative problem-solving skills
- Develop and practice critical thinking and logical problem-solving skills
- Develop advanced communication skills
- Develop an understanding of self and how their unique characteristics may influence interactions with others

a) Notification and Information to Stakeholders

Parents and other stakeholders (students, teachers, administration, community, school-wide, district-wide) will be notified about gifted program services and procedures through a variety of methods: Student handbooks, brochures, PTO meetings, open house orientation, parent conferences, school council meetings at each of the schools, system website and with an assortment of letters and forms for specific purposes. Gifted information is discussed at system wide Parent Advisory Council meetings held in the fall and spring of each year.

b) Referrals

The consideration for gifted education services may be reported or automatic.

Reported Referrals

A student may be referred for consideration for gifted educational services by the classroom teacher, counselor, administrator, special area teacher, parents or guardian, a peer, the student or any other responsible person who has knowledge of the student's abilities.

Parent Request for Screening

Parents may request preliminary screening. If parents wish to make this request they should complete the “Gifted education support Team Parent Request for Screening” (Appendix K).

The gifted eligibility committee will look at all available evidence concerning the student’s mental capacity and achievement. If available scores indicate the student has percentile scores at the 75th percentile or higher on the Curriculum Based Measures (CBMs) in reading and/or math, then the committee may decide that further screening is necessary. If scores support further investigation, an additional achievement screener will be administered to determine if the student should be referred for a more specific evaluation.

If the evidence is insufficient, however, to warrant the complete testing process, the committee may determine that the process be stopped. In this case, parents will be notified by the “Gifted education support Team Notification for Parents” (Appendix L).

Automatic Referrals

Students who score at specified levels on a norm-referenced test (universal screeners) may be referred for further assessment to determine eligibility for gifted program services. Criteria may include the following assessments:

Considerations for Gifted Automatic Referral Nominations: Elementary

<u>K-1st Grade</u>	<u>2nd-3rd Grade</u>	<u>4th-5th Grade</u>
• Winter: Acadience data-90% in at least 2 areas: DORF; MCOMP; LNF;FSF; PSF;NWF • Winter: STAR Reading ○ Grade K: ≥825 ○ Grade 1: ≥907 • An original writing sample, completed independently (with no help from the teacher) which shows creative thought and/or exemplary language skills -required • An example of a math task or math constructed response which shows student's ability to think abstractly or to solve a math problem in a unique way - required	• Winter: Acadience data-Students scoring above 90th percentile on: DORF and/or MCOMP • Winter: STAR Reading ○ Grade 2: ≥998 ○ Grade 3: ≥1049 • Winter: Beacon Scores Reading Grade 3: ≥534 and/or Math Grade 3: ≥447 • An original writing sample, completed independently (with no help from the teacher) which shows creative thought and/or exemplary language skills -required	• Winter Acadience Data: Students scoring above the 90th percentile on DORF and/or MCOMP • Georgia Milestones Assessment System (GMAS)- Students scoring Level 4 (Distinguished Learner) in ELA and/or Math • Winter: STAR Reading ○ Grade 4: ≥1084 ○ Grade 5: ≥1122 • Winter: Beacon Scores Reading Grade 4: ≥555 Reading Grade 5: ≥634 and/or Math Grade 4: ≥476 Math Grade 5: ≥525
Meets $\frac{3}{4}$ to continue	2nd Grade: Meets 2/3 to continue 3rd Grade: Meets $\frac{3}{4}$ to continue	Meets $\frac{3}{4}$ to continue

Referral guidelines and appropriate forms are available from the school's Quest Coordinator. (See Appendix A)

Middle School:

Meet a minimum of 3 out of the 4 following criteria:

- 95% GPA for a 2-year period
- Georgia Milestones Assessment (GMAS)- Students scoring a Level 4-Distinguished Learner in the area of ELA and/or math
- Beacon Reading for the following grade levels (6th ≥585; 7th ≥794; 8th ≥778)
- Beacon Math for the following grade levels (6th ≥551; 7th ≥618; 8th ≥692)

Once the preliminary selection pool is determined through automatic or referral, additional screeners (Creativity Observation Checklist, Motivation Checklist and Traits, Attitudes and Behaviors {TABS}) will be collected for those students. Utilizing a variety of assessments will help ensure that students have an opportunity to be considered for services, regardless of gender, ethnicity, background, or disability.

All available data will be studied for each student in the preliminary selection pool by the school's Gifted Eligibility Team. The Gifted Eligibility Team must consist of at least one gifted certified teacher, the gifted referral coordinator (grade level counselor) at the school, grade-level teachers, and an administrator. The team will make the decision to move forward with formal testing or stop the process. Based on the evidence presented, the eligibility committee may determine at this time that further testing will not be beneficial and the student will not be considered for service.

c) Consent for Initial Consideration

Parents are notified by letter (See Appendix B) if a student is being considered for gifted education services. Parents must complete a "Consent for Screening" (Appendix C) and a "Biographical Data Sheet" (Appendix D). Students may not be given a test of scholastic or mental ability, creativity, motivation, or achievement without written permission of a parent or guardian. Ability, achievement, creativity or motivation scores to determine eligibility of initial placement must be current within two years. Mental ability, achievement, creativity, and motivation tests must provide percentile rankings by age and must have been normed within the last ten years. The majority of formal testing is conducted in the Spring, however, individual student data is monitored on a consistent basis. The Eligibility Committee reserves the right to make exceptions.

d) Eligibility Criteria

A student must meet eligibility criteria for Gifted Education from State Board of Education Rule 160-4-2.38. Under this rule there are two ways eligibility can be established;

Option 1, the Psychometric Approach: the mental ability test score must be a composite or full scale score of 99th percentile for students in grades K-2 and at the 96th percentile or higher for students in grades 3-12. In addition, one of the achievement standards described in SBOE Rule 160-4-2-.38: 90th percentile total reading, 90th percentile total math, 90th percentile total achievement test battery, or superior product/performance assessment. No student may qualify on the basis of a mental ability test score alone, even if that score is at the 99th percentile.

Option 2, the Multiple-Criteria Approach: The student must be assessed in all four categories. The student may qualify by meeting the standards in any three of the four data categories; mental ability (intelligence), achievement, creativity, or motivation. (At least one must be a nationally-normed standardized test). Under this option, a student must meet eligibility requirements in **three of the four** following areas:

- Mental Ability: 96th percentile on a standardized test of mental ability

- Achievement: 90th percentile in total reading, total math, or total battery section of a standardized achievement battery
- Creativity: 90th percentile / 90th percent on a creativity assessment
- Motivation: 90th percentile / 90th percent on a motivation assessment/ 95 overall GPA for a 2 year period for grades 6-8.

NOTE: A rating scale may be used to evaluate creativity or motivation, but not both.

Note: Evaluations used to determine gifted eligibility have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background within the specified time recommended by the Georgia Department of Education.

SECTION III GIFTED EDUCATION ELIGIBILITY CHART

- In option A and B, information shall 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 normed-referenced test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.

Category	Option A	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in <u>three of the four</u> categories.
Mental Ability	➤ 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	➤ Grades K- 12 ≥ 96th percentile composite OR appropriate component score on a nationally age normed mental ability tests
Achievement	➤ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	➤ 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	➤ Evaluation data required	➤ 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
Motivation	➤ Evaluation data required	➤ Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages. (See pg. 35-36 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

The Site Coordinator or other authorized party will administer the appropriate mental abilities, achievement, creativity and motivation tests (See Table 1). Test scores on such instruments will be valid for two years. When a student's score is within one standard error of measurement on a mental abilities test, a second test may be administered.

The Site Coordinator or other authorized party will record all information on the appropriate forms and present to the Coffee County Gifted Eligibility Committee.

Gifted Assessments

Elementary Assessments

	Mental Ability	Achievement	Creativity	Motivation
Primary Assessment	CogAT-8	SAT-10	TTCT (Figural)	GES-4
Secondary Assesements	TONI-4	DAB-4	TTCT (Verbal)	SBCSS
	NNAT-3	ITBS (E,F,or G)	SBCSS	

Secondary-Level Assessments

⊕

	Mental Ability	Achievement	Creativity	Motivation
Primary Assessment	CogAT-8	ITBS (E,F,or G)	TTCT	GPA (2 yr. avg)
Secondary Assesements	TONI-4	DAB-4	GES-4	GES-4
	NNAT-3	PSAT/SAT/ACT	SBCSS	SBCSS

□

*If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

*GPA is determined by calculating the average of grades earned during the two years prior to evaluation in the subjects of mathematics, science, English language arts, social studies and foreign language, if such language study is included in the student's records. Grades 6 - 8 require a 95 or higher GPA for two consecutive year periods in ELA, Math, Science, and Social Studies.

Secondary Assessments

Secondary Assessments may be administered in any of the four areas under the following conditions:

- Students have qualified for services in at least two of the four areas.
- Scores fall within the Standard Error of Measurement in the area(s) where secondary assessment(s) are being considered.

e) Continuation Criteria (Elementary and Middle School)

The student must maintain satisfactory performance in the gifted program in addition to maintaining satisfactory performance in the regular class. Satisfactory is defined as students meeting 80% of areas assessed on the student's progress report. For students failing to meet continuation criteria:

- A conference will be held between all teachers of the gifted student and the parent, if possible, to determine the reason(s) for the student's unsatisfactory performance. This team will set up goals and/or criteria with interventions in an effort to bring the student back to satisfactory performance. A reasonable timeline for reaching satisfactory performance will be established, not to exceed one nine week grading period (elementary and middle school). If satisfactory performance is not attained by the end of the probationary period, the student may be removed from the program.
- **Withdrawal from the program:** Students who fail to maintain satisfactory performance in the gifted program classes will be withdrawn at the end of the specified probationary period (Appendix I). Parents will be notified in writing when a student is placed on probation and a final review conference will be held prior to a student's withdrawal from the program.

Parents may choose to withdraw the student from the gifted program at the end of a semester at the middle school and high school level or at a grading period on the elementary school level (extenuating circumstances will be evaluated on a case-by-case basis by an Eligibility Committee). Parents wishing to withdraw a student from the Gifted Program may submit a request in writing and sign a "Withdrawal from the program form" (Appendix I).

Continuation Criteria (High School)

The continuation criteria for high school students is based on performance in individual subject areas without regard to grades in other areas.

- The student must maintain satisfactory performance for each 1/2 unit of credit in a particular Gifted/Honors subject area.
- Students who fail to meet this criteria will automatically be placed on academic probation for the next 1/2 unit of Gifted credit in that area.

If during the **probationary period**, the student fails to maintain satisfactory performance, the student will be placed into a regular academic course.

Parents will receive a "Continuation of Services" letter, at least annually, from the Gifted Education Teachers. No student will be withdrawn from the gifted education program without prior written notification to the parent or guardian.

Re-Admittance to the Program

Parents wishing to re-enroll a student in the Gifted Program may submit a Re-Entry for Gifted Program form for consideration by the school's gifted eligibility committee. (Appendix J). Initial test scores cannot be more than two years old. To re-enter the program, there must be sufficient supporting evidence that the student will be successful in the program (classroom performance, attendance, etc.).

f) Reciprocity and Transfer Placement

Upon receiving current documentation of eligibility, any student who meets the state eligibility criteria for gifted education services is considered eligible to receive services. The system grants reciprocal eligibility to students who have been identified as gifted in Georgia. However, a student transferring in from another school system within the state shall meet the criteria for continuation of services established by the Coffee County Board of Education. There is no mandated reciprocity between states.

Active Military: Any student who (1) has been identified as gifted in the school from which the student transferred and (2) the dependent of activity duty military personnel may be placed in the Gifted Program.

Outside Data - The system may consider data regarding a student's eligibility that was gathered and analyzed by a source outside the school system. However, this outside data shall not be substituted for data the school generates during the testing/evaluating process. The gifted eligibility committee shall convene to determine the sufficiency of the scores.

Parent Notification of Eligibility Status and Placement

If a student is determined eligible to receive gifted education services, parents will be notified of eligibility and placement by letter in their home language (Appendix E(1)). Parents must sign and return the letter to the school's gifted site coordinator. Parents will have an opportunity for conference to discuss student eligibility and placement. Information will also be provided to parents concerning type of service to be offered, teaching methods, time allotted for services, objectives designed for students, and the manner of evaluation (Appendix E(2)-Attachment)

If a student is determined ineligible to receive gifted education services, parents will be notified by letter (Appendix F)

Parents of Eligible and Ineligible students will receive a copy of the Coffee County Gifted Eligibility Report (Appendix G)

Documentation

The gifted site coordinator at each school will 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. The site coordinator notifies the appropriate parties (e.g., teacher or parent who nominated the student) of the decisions.

Ineligible student files will be kept in an inactive file at the home school for a period of five years.

Eligible student files will be kept in an active file at the home school. When the student changes schools within the county, student records from the home school will be transferred to the appropriate school by the gifted education teacher.

When a student withdraws from the Coffee County School System, the Eligibility Report will be forwarded with the request of student's permanent records.

Expectations of Gifted Teachers:

- Obtain and maintain gifted endorsement
- Plan and teach gifted classes following county guidelines noted below
- Follow Coffee County School System Administrative Procedures in the system manual
- Assist with administration of testing and complete eligibility reports in a timely fashion
- Participate in Eligibility Meetings and follow guidance of the system gifted coordinator.
- Participate in professional learning activities appropriate for gifted students
- Communicate to parents in a timely manner
- Work directly under the supervision of the building administrator
- Understand that gifted teachers are system assigned and may be transferred to another school to meet state and system needs

g) Curriculum and Services to be Provided

Elementary School Students

At the elementary level students are served in the Quest Program at their home school campus one day each week. A certified teacher comes to the school on a designated day. During the remaining days of the week the curriculum is modified as necessary to challenge students in regular classrooms. While participating in the program, students will receive a minimum of six segments of instruction per week with certified gifted education teachers. Units of study have been designed to provide differentiated instruction using research based practices to enhance the Georgia Standards of Excellence. The academic standards-based classes have high expectations, a faster pace and more complex curriculum. They offer topics and experiences outside the regular curriculum. A variety of teaching methods are used utilizing a compilation of all the system's resources and materials at the elementary level. Authentic audiences are encouraged, assessment is varied, and self-evaluation is developed.

TABLE 3: Elementary Units	PATTERNS	STRUCTURES	SYSTEMS	CHANGE
	Language Arts	Language Arts	Language Arts	Language Arts
Communicative Arts	From Fluency to Publishing: Creative, Narrative & Expository Writing	From Fluency to Publishing: Persuasive & Journal Writing	From Fluency to Publishing: Persuasive Writing Teach Speech I	From Fluency to Publishing: Persuasive Writing Teach Speech II
Vocabulary	Unit related	Unit Related	Unit Related	Unit Related
Literature	Charlotte's web Cinderella (different versions) Chocolate Fever Anansi Stories Grandfather Tang Dr. Doolittle	Cam Jansen, Mystery Stories, Stories with Holes, You Be the Detective Keep the Lights Burning, Abbie Helen Keller If You Traveled West in a Covered Wagon	From the Mixed Up Files of Mrs. Basil E. Frankweiler Harriet Tubman Children of Colonial Times	Plays written by Shakespeare Who Was Albert Einstein? Island of the Blue Dolphin One Candle
	Science & Social Sciences	Science & Social Sciences	Science & Social Sciences	Science & Social Sciences
Scientific Investigations	Polar Regions and Animals Raptors and Owl Pellet Discovery Patterns of Nature Principles of Flight Peanut Horticulture	C.S.I. Forensic Perspective Communication through the Senses Sea Turtles Elements of Architecture	How the Brain Works and Visual Thinking Cumberland Island Ecosystems Mollusks & Life Along the Seashore	Mummy's Message: An Interact Simulation Aquatic Environments Inventors & Inventions Space and Spin-offs
Social Studies	Australia Japan Plains, Trains, and the White House	Coastal History: Fort Frederica and Lighthouses Georgia's Oldest City: Savannah Westward Expansion: From Lewis and Clark to the Transcontinental Railroad	Oldest U.S. City: St. Augustine Freedom Seekers: Underground Railroad	Ancient Egypt Elizabethan England Atlanta: The Capitol Tolerance Study of Government
Fine Arts	Aboriginal Art Elements of Art Japanese Woodblocks American Impressionism	Architectural Structures Elements of Art Music Appreciation of Historical Periods	Historical Art Periods Faith Ringold & Quilting	Study of Theater
	MATH	MATH	MATH	MATH
Mathematical Thinking	Tangrams Origami/Geometric Shapes Fractions and Measurement Graphing	Codes: An Interact Simulation C.S.I.: Problem Solving and Critical Thinking Geometric Shapes and Patterns Math Maven	Probability : An Interact Simulation Economics	Measurement Data Collection Graphing
Technology	Introduction to basic computer skills	Basic Microsoft Applications	Intermediate Microsoft Applications	Advanced Microsoft Applications

Makeup Work for Elementary Gifted Students

Gifted students are to be held responsible for mastery of the Georgia Standards of Excellence. However, gifted students are to be excused from daily homework assignments/classwork given while attending gifted education classes. Major assignments that students miss due to attendance in a gifted education class will be made up at a time convenient for the teacher and the student within five (5) school days.

Middle School Students

Gifted students in middle school are served through advanced content classes in English/Language Arts and Math, according to identified strengths. Advanced content courses are based on the Georgia Standards of Excellence state curriculum that includes differentiated instructional strategies to present more complex subject matter at an accelerated pace. Students in middle school advanced content classes are expected to go beyond baseline standards and develop the critical thinking, reasoning, and writing skills in core content areas that will ensure academic success during their high school and college academic careers.

High School Students (Grades 9-12)

High school gifted services are provided through honors and advanced placement. Honors courses present more complex subject matter at an accelerated pace based on the Georgia Standards of Excellence. Advanced Placement (AP) courses are the equivalent of a typical college-level introductory course for which students have the opportunity to earn college credit through the AP testing program. Efforts will be made to match students' learning needs and gifted program services.

Curriculum: Curriculum is reviewed annually and revised to meet the needs of students.

Differentiated Instruction

Units of study have been designed to provide differentiated instruction using research based practices to enhance the Georgia Standards of Excellence. In a differentiated classroom, teachers differentiate content, process, product, and assessments according to a student's readiness, interest, and learning profile.

Multi-Tiered System of Support (MTSS)

All identified gifted students can be served in the general education MTSS framework. The following information relates to the tiers within the gifted education program. By using instructional interventions, the MTSS framework allows gifted and high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions.

Table 2: Differentiation Table

Tier 1	Tier 2
Flexible-Learning Groups by Readiness, Interest, Learning Profiles	Gifted Education Cluster Classes
Choice of Books	Gifted Education Collaboration Classes
Homework Options	Tiered Activities and Products
Use of Reading Buddies	Use of Literature Clubs
Various Journal Prompts	Multiple Testing Options
Student/Teacher Goal Setting	Multiple Texts
Varied Pacing with Anchor Options	Alternative Assessments
Work Alone or Together	Subject Advancement within class
Flexible Seating	Curriculum Compacting
Varied Scaffolding	Tiered Centers
Varied Computer Programs	Spelling by Readiness
Design-A-DAY	Varying Organizers
Varied Supplemental Materials	Community Mentorships
Computer Mentors	Stations
Think-Pair-Share by Readiness, Interest, Learning Profiles	Group Investigations
Open-ended Activities	Students are Assessed in Multiple Ways
Explorations by Interest	Student choice in selecting learning activities.
Options for Competition	Simulations
Tier 3	
Advanced Content English/language arts, mathematics, science, and/or social studies courses	Above grade level accelerated English/language arts, mathematics, science, and/or social studies courses
Resource Classes	Advanced Placement Classes
Independent/Directed Study	International Baccalaureate Classes
Socratic Seminars	Internship/Mentorships
	Whole Grade Acceleration

GaDOE Manual, p. 27

Professional Learning: Professional Learning is provided throughout the year to improve the quality of instruction and services provided to all students.

h) Data Collections

The District shall annually collect and maintain data that includes:

- The number of students referred for evaluation for eligibility for gifted education services,
- The number of students determined eligible for services, and
- The number of students actually served during the school year.”

Data is archived and retained by subgroups (grade level, gender, and ethnic groups) in the Student Information System. Data is sent by individual schools to the District's Student Information System Director, who inputs it into the system.

FTE Funding:

FTE (Full-Time Equivalent) reporting refers to a state funding process that is dependent on a student's enrollment and the educational services provided by the local school district. The Georgia General Assembly determines the base amount of money paid for each FTE student. Gifted Education weight is recorded for each section served on the FTE count day for students who are served in an authorized gifted education model. Section VII of the Georgia Resource Manual for Gifted Education contains information on state FTE funding rates and levels.

i) Public Review

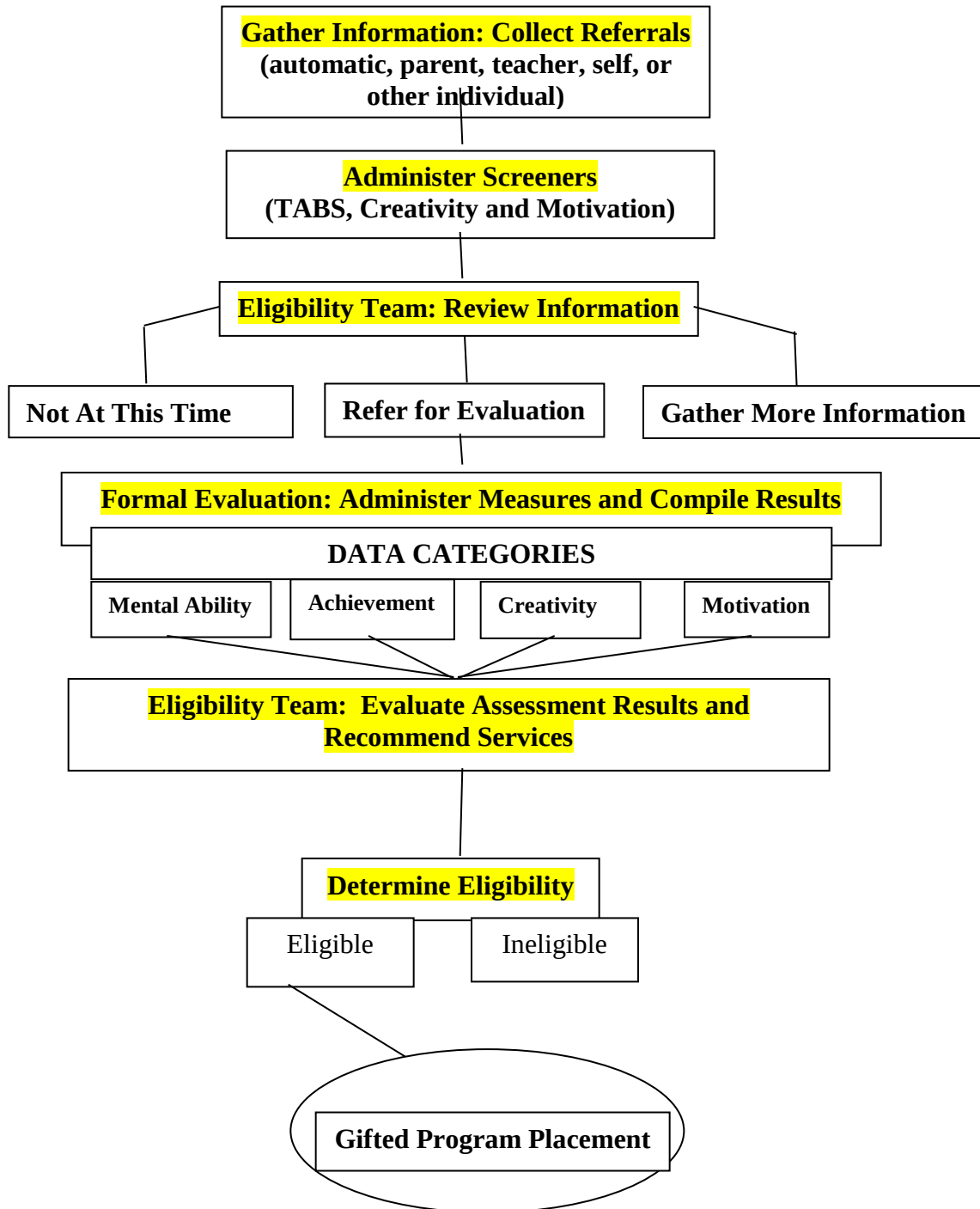
Additional information pertaining to gifted education guidelines and procedures may be found by visiting the Coffee County School System and the Georgia Department of Education websites as www.coffee.k12.ga.us and http://public.doe.k12.ga.us/ci_iap_gifted.aspx

TABS Descriptors

PANNING FOR GOLD TABS Descriptors				
The chart includes brief definitions and descriptions of the TRAITS, APTITUDES, and BEHAVIORS (TABS) commonly associated with gifted children. The chart may be helpful in recognizing the potential of students in your classroom.				
MOTIVATION Evidence of desire to learn. Description: Forces that initiate direct and sustain individual or group behavior in order to satisfy a need or attain a goal. How it may look: - demonstrates persistence in pursuing/completing self-selected tasks (may be culturally influenced); - evident in school or non-school type activities - is an enthusiastic learner - aspires to be somebody or to accomplish something	INTERESTS Intense (sometimes unusual) interests. Description: Activities, avocations, objects, etc., that have special work or significance and are given special attention. How it may look: - demonstrates unusual or advanced interests in a topic or activity - is a self-starter - acts in a manner beyond age-group peers - pursues activity unceasingly	COMMUNICATION SKILLS Highly expressive; effective use of words, numbers, or symbols. Description: Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers). How it may look: - demonstrates unusual ability to communicate verbally, physically, artistically, or symbolically - uses particularly apt examples, illustrations, or elaborations	PROBLEM-SOLVING ABILITY Effective, often inventive, strategies for recognizing and solving problems. Description: Process of determining a correct sequence of alternatives leading to a desired goal or successful task completion. How it may look: - demonstrates unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working - creates new designs - is an inventor/innovator	MEMORY Large storehouse of information on school or non-school topics. Description: Exceptional ability to retain and retrieve information. How it may look: - already knows information before it is formally presented - needs only 1-2 repetitions for mastery - has a wealth of information about school or non-school topics - pays attention to details - manipulates information
INQUIRY Questions, experiments, explores. Description: Method or process of seeking knowledge, understanding, or information. How it may look: - asks unusual questions for age - plays around with ideas - Demonstrates extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations	INSIGHT Quickly grasps new concepts and makes connections; senses deeper meanings. Description: Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error. How it may look: - demonstrates exceptional ability to draw inferences - appears to be a good guesser . . . keenly observant - possesses heightened capacity for seeing unusual and diverse relationships - integrates ideas and disciplines	REASONING Logical approaches to figuring out solutions. Description: Highly conscious, directed, controlled, active, intentional, forward-looking, goal oriented thought. How it may look: - makes generalizations - uses metaphors and analogies - can think things through in a logical manner - thinks critically . . . comes up with plausible answers	IMAGINATION / CREATIVITY Produces many ideas; highly original. Description: Process or forming mental images of objects, qualities, situations, or relationships which are not immediately apparent to the senses. Problem-solving through nontraditional patterns of thinking. How it may look: - shows exceptional ingenuity in using everyday materials - creates wild, seemingly silly ideas, often fluently and flexibly	HUMOR Conveys and picks up on humor. Description: Ability to synthesize key ideas or problems in complex situations in a humorous way. How it may look: - keen sense of humor that may be gentle or hostile - sees unusual relationships - demonstrates unusual emotional depth - demonstrates sensory awareness

COFFEE COUNTY SCHOOLS
GIFTED EDUCATION SERVICES

Gifted Referral Process Flowchart



**COFFEE COUNTY SCHOOL SYSTEM
GIFTED PROGRAM REFERRAL**

Assistant Principal for Instruction completes:

Student Full Legal Name _____ **Student#** _____

Birthdate _____ **Parent/Guardian's Name** _____

Address _____ **Home Phone** _____

City _____ **Zip** _____ **Bus. Phone** _____

School _____ **Grade** _____ **Date of Referral** _____

Referred by _____ **Relationship to student** _____

Referral method

_____ **TABS** _____ **System-wide Testing** _____ **Parent/Teacher/
other recommendation**

Date of Leadership Team Meeting:

Classroom Teacher: Please complete motivation and creativity checklists.

***Clusters may submit one checklist each for motivation and creativity
that reflects consensus among cluster teachers.**

Classroom Teacher: Gather relevant work samples, drawings, assessments, etc. and bring
to leadership team meeting, along with student's cumulative folder
and SST folder (if student currently is being reviewed by SST).

Gifted Eligibility Team Referral Meeting

Date: _____

Student: _____ Grade: _____ Teacher: _____

GMAS Scores: Reading _____ Math _____

Most Current	Score	Percentile	Kindergarten				
DORF			90 of first 100 Fry Words				
DAZE			3-4 detailed, descriptive sentences				
M-COMP			Fluently count to 100				
M-CAP			Fall Acadience - 90%	LN F	LS F	PS F	NWF
RI (Lexile)			Winter Acadience - 90%	LN F	LS F	PS F	NWF

Report Card: Reading _____ Math _____

Grades K-5: As each student's information is reviewed, the team will make one of the following decisions regarding each referred student:

_____1. The student will be referred for further assessment and data collection. At this point, the team will notify the parents or guardians in writing. The form, Parent Notification for Consideration/Consent for Evaluation for the Program for the Gifted is used for this purpose. Parental consent to evaluate must be obtained before further assessment occurs.

OR

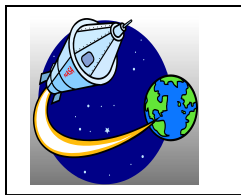
_____2. The student information collected thus far does not warrant a recommendation to continue the referral process and the student remains in the regular education program.

OR

_____3. More information needs to be gathered before a decision can be made. What information is needed will be itemized.

Team Members:

Appendix B



Coffee County Schools Program for Gifted Education

Dear Parent:

Your child is being considered for the Coffee County program for the gifted. This letter will explain the evaluation process and the eligibility criteria.

Information concerning your child is gathered in these four areas: mental ability, achievement, creativity, and motivation. To qualify for Quest, a child must meet requirement in Option 1 or Option 2 described below:

Option 1: Students may qualify on the basis of mental ability and achievement results only. In this case the mental ability test score must be a composite or full-scale score. The score must be at the 99th percentile (grades K-2). The composite score may be at the 96th percentile or higher (grades 3-12). In addition students (K-12) must meet at least one of the achievement standards described in the SBOE Rule 160-4-2-.38 (90th percentile total reading, math, total achievement, or superior product/performance). Data must also be collected in the area of creativity and motivation for students attaining eligibility through this option.

Option 2: A child must meet three of the four following criteria as established by Georgia State Board of Education Rule #160-4-2.38:

- 96th percentile on a mental ability test
- 90th percentile in reading, math or total battery on an achievement test
- 90th percentile on a creativity test
- 90th percentile on a motivation test.

The evaluation process includes the following steps:

- A “Parent Consent for Screening and Evaluation” form is completed by the parent who includes student information and parental permission for evaluation to be initiated.
- Parents complete a Biographical Data form on the student.
- Vision and hearing screening tests are administered (and must be passed).
- Students will be administered a form of each of the required tests.
- Test scores and other pertinent information are submitted to the School Eligibility Committee.
- The Eligibility Committee reviews the data and determines the eligibility of the student in accordance with the state guidelines. The evaluation process is not complete until the Eligibility Committee meets and determines student eligibility.
- Parents are informed of the results of the committee’s decision. If a student has met the eligibility criteria, a placement conference may be scheduled.
- Students must meet eligibility continuation criteria in order to remain in the program.

If you decide to have your child evaluated, please complete the attached forms and return them to me as soon as possible. Should you have questions or wish to discuss the Quest in detail, please feel free to call me.

Yours truly,

Coffee County School System

1311 S. Peterson Ave. • Douglas, GA 31533

Phone: 912-384-2086

PARENT CONSENT FOR SCREENING AND EVALUATION GIFTED PROGRAM

Date _____

Your child, _____, has been referred for evaluation for the gifted program. The evaluators who will work with your child will use formal and informal tests in the following areas:

Achievement
Intellectual

Creativity
Motivation

Tests that may be used are:

Otis-Lennon School Ability Test
Cognitive Abilities Test - Form 5
Children's Academic Intrinsic Motivation Inventory
The Gifted and Talented Evaluation Scales
School Attitude Measure
Iowa Test of Basic Skills
M-Kids
Torrance Test of Creative Thinking
Stanford Achievement Test
Other standardized instruments/evaluation
that provide accurate measurement of criteria

The Georgia Department of Education sets the rules and guidelines for acceptance into gifted education. Each local school's gifted education eligibility team determines if the screening and evaluation for the student meet the state requirements. Should you have questions about the referral you may contact your child's principal, assistant principal or school counselor.

No change will be made in your child's educational program without your approval.

Please check the appropriate blank, complete the attached Biographical Data Sheet and keep the yellow copy. Return the white copy and the Data Sheet to your child's school.

_____ Yes, I agree that the Coffee County School System may evaluate my child for possible placement in gifted education and may place the results in my child's permanent record.

_____ No, I do not consent for my child to be evaluated for the following reasons:

Parent/Guardian Signature _____ Date _____

White copy - School

Yellow copy - Parent

Appendix D

Coffee County Board of Education
1311 S. Peterson Avenue
Douglas, GA 31533

BIOGRAPHICAL DATA SHEET (To Be Completed By Parent)

Child's Name _____ Birthdate _____

Parents Name: (Mother) _____ (Father) _____

Marital Status: _____

Place of Work: (Mother) _____ (Father) _____

Summary of Child's School Experience:

Who are the members of your household?

Does your child have any physical problems? Explain. _____

Is your child on any medication? Explain. _____

How does your child get along with others? _____

How does your child feel about school? _____

Does your child take private lessons? Explain. _____

What out of school activities does your child enjoy? _____

What hobbies does your child pursue? _____

What awards has your child received outside of school? _____

What are your child's special talents or gifts? _____

Please add anything you feel would be important to a person working with your child. Use the back of the paper if necessary. _____

Program For Gifted Administrative Procedures
Notification of Eligibility/Placement

Date _____

Dear _____,

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

Enclosed is a copy of a program description which includes delivery models, curriculum focus and hours of contact. Also enclosed for your information is a copy of the criteria for continued placement in the program for the gifted.

Your child's progress in the program shall be reviewed. A determination of continuation in the program will be made at least annually. You will be informed in writing if your child's continued placement needs to be reviewed. If it is determined that your child is to be withdrawn from the gifted program, prior notice will be given.

Please indicate below your decision concerning your child's enrollment in the program for gifted by signing below and return to your child's school.

Sincerely,

Signature Title

____ I do agree for placement in the program for gifted.

Comments: _____

____ I do not agree for placement in the program for gifted.

Comments: _____

I understand that if I agree services will commence on _____.

Signature parent/guardian

Date

Permanent Record - White

Gifted teacher - Yellow

Parents - Pink

Notification of Gifted Program Description and Services

Elementary Model Program Description

At the elementary level students are served in the Quest Program at their home school campus one day each week. A certified teacher comes to the school on a designated day. During the remaining days of the week the curriculum is modified as necessary to challenge students in regular classrooms. While participating in the program, students will receive a minimum of six segments of instruction per week with certified gifted education teachers. Units of study have been designed to provide differentiated instruction using research based practices to enhance the Georgia Standards of Excellence. The academic standards-based classes have high expectations, a faster pace and more complex curriculum. They offer topics and experiences outside the regular curriculum. A variety of teaching methods are used utilizing a compilation of all the system's resources and materials at the elementary level. Authentic audiences are encouraged, assessment is varied, and self-evaluation is developed.

Middle School Students: Gifted students in middle school are served through advanced content classes in English/Language arts and Math. Advanced content courses present more complex subject matter at an accelerated pace. Students in middle school advanced content classes are expected to go beyond baseline standards and develop the critical thinking, reasoning, and writing skills in core content areas that will ensure academic success during their high school and college academic careers. Students receive nine week report cards.

High School (Grades 9-12)

High school gifted services are provided through honors and advanced placement. Honors courses present more complex subject matter at an accelerated pace. Advanced Placement (AP) courses are the equivalent of a typical college-level introductory course for which students have the opportunity to earn college credit through the AP testing program. Efforts will be made to match students' learning needs and gifted program services. Students receive nine week report cards.

Continuation Criteria

The student must maintain satisfactory performance in the gifted program classes. For students failing to meet continuation criteria:

- A conference will be held between all teachers of the gifted student and the parent, if possible, to determine the reason(s) for the student's unsatisfactory performance. This team will set up goals and/or criteria with interventions in an effort to bring the student back to satisfactory performance. A reasonable timeline for reaching satisfactory performance will be established, not to exceed one nine week grading period (elementary and middle school). If satisfactory performance is not attained by the end of the probationary period, the student may be removed from the program.
- **Withdrawal from the program:** Students who fail to maintain satisfactory performance in gifted program classes will be withdrawn at the end of the specified probationary period. Parents will be notified in writing when a student is placed on probation and a final review conference will be held prior to a student's withdrawal from the program.

Parents may choose to withdraw the student from the gifted program at the end of a semester at the middle school and high school level or at a grading period on the elementary school level (extenuating circumstances will be evaluated on a case-by-case basis by an Eligibility Committee). Parents wishing to withdraw a student in the Gifted Program may submit a request in writing and sign a "Withdrawal from the program form" (Appendix I).

For more thorough and complete information about gifted procedures please contact me or visit the system website at www.coffee.k12.ga.us. If you would like to have a conference concerning placement and services, please contact me.

Gifted Coordinator

Date

Coffee County Board of Education
1311 S. Peterson Avenue Douglas,
Georgia 31533

Notification of Ineligibility for Gifted Education Services

Dear _____

Date_____

Your child, _____, has been determined to be ineligible for placement in the gifted program. Enclosed is a copy of the Eligibility Report completed by the eligibility team at your child's school. You may keep this copy for future reference.

Please note also that the Georgia Department of Education sets the rules and guidelines for acceptance into gifted education. Eligibility screening and evaluation procedures conducted by the Coffee County School System comply with state requirements.

Should you have any questions concerning the eligibility criteria or decision, please contact_____at _____. Thank you.

Sincerely,

Signature

Title

White copy - School

Yellow copy - Parent

Appendix G

Coffee County School System Gifted Eligibility Report

Referral Date _____ Eligible for Services ____ Yes ____ No Student ID _____

Referral Type: (Circle One) Automatic Parent Teacher Transfer w/in GA Other _____

Name _____ Grade _____

Last First Middle
Date of Birth _____ School _____ Race _____ Gender: M F

	Data Considered	Dates (Mo/Day/Yr)	Percentile Scores	Criteria	Circle
Mental Ability	Cognitive Ability Test (N)		V Q NV	≥ 96%ile composite/ component	No Yes
			PC C		
	Matrix Analogies (N)		Total		
	Otis, Lennon (N)		Total		
	Weschler Intelligence Scale III (N)		V Perf FS		
	NNAT:		NV _____		
	Other:				
Achievement	Iowa Test of Basic Skills (N)		R M T	≥ 90%ile	No Yes
	PSAT (N) TAP (N)		R M T		
	SAT (N)		R M T		
	CAT		R M T		
	Other:				
Creativity	Gifted Evaluation Scale			≥ 90%ile	No Yes
	Torrance Test of Creative Thinking				
	Performance Panel				
	Other:				
Motivation	M-Kids			≥ 90%ile or 95 GPA	No Yes
	GPA (grades 3 - 12)		GPA Yr 1 Yr 2		
	CAIMI (grades 4 - 5)				
	School Attitude Measure (gr.1 - 3)				
	Gifted Evaluation Scale (GES)				
	Other:				

(N) = Nationally Normed Test Data

Date of Eligibility Meeting _____

Eligibility Decision:

____ Student is eligible through multiple criteria (3 of 4 categories must be YES).
 ____ Student is eligible through mental ability at the 99th %ile (grades K-2) or the 96th %ile (grades 3-12) on the composite or full scale score of a standardized mental ability test AND meets one of the criteria for achievement.
 ____ RECIPROCITY data from another Georgia county

____ Student is not eligible for gifted services

Recommendations:

____ No services at this time
 ____ Place in gifted program

White-Placement
Permanent RecordGreen-Placement
Gifted TeacherCanary-non-placement
Permanent RecordPink-non-placement
ParentGoldenrod-placement
Parent

Committee Members	Title

_____ Annual Review
_____ Other

**Coffee County Schools
Elementary Gifted Program
Student Performance Review/Continuation of Service**

Name _____ Date _____

School _____ Grade ____ Teacher _____

Student Performance

Gifted Program

_____ Satisfactory (Student's must meet 80% of areas assessed on student's progress report)
_____ Unsatisfactory

Comments: _____

Teacher(s) of Gifted: _____

Regular Classroom (for information only)

_____ Satisfactory
_____ Unsatisfactory

Comments: _____

Classroom Teacher(s): _____

Gifted Teacher Recommendations

Delivery Model: Resource **Number of segments:** 6 (one day per week)

Curriculum Focus:

All levels of the gifted program include instruction in skills basic to gifted education. These are:
(1) Developing Cognitive Skills; (2) Learning Skills; (3) Research and Reference Skills;
(4) Communication Skills; and (5) Creativity. The gifted curriculum incorporates this skill
areas into units and/or courses which deal with one or more of the following content areas:
Language Arts, Math, Science, Social Studies, Technology, and Fine Arts.

Elementary: Multi-disciplinary units with emphasis on higher levels of thinking.

_____ Continue Placement in Gifted Program

WITHDRAWAL FROM THE PROGRAM FOR THE GIFTED

_____ will be withdrawn from the Program for the Gifted beginning
_____ for the following reasons:

_____ Failure to maintain Continuation Criteria

a. Unsatisfactory performance in the Program for the Gifted

Comments _____

_____ Parent Request

_____ Other

Comments _____

If you would like a conference to discuss your child's withdrawal from the Quest Program, please contact your child's Quest teacher. If you wish to have your child re-entered in the Quest Program, you must send a written request to the Quest teacher.

Gifted Program Teacher

Date

Parent/Guardian's Signature

Date

**RE-ENTRY FORM
PROGRAM FOR THE GIFTED**

Student _____ Grade _____

I apply for my child to re-enter Program Quest effective _____.

- The reason(s) for prior withdrawal
- ____ Parent voluntarily withdrew from Quest.
 - ____ Student was withdrawn because of failure to meet Continuation Criteria Criteria. Note: To re-enter the program there must be sufficient supporting evidence that the student will be successful (classroom performance, attendance, etc).
 - ____ Student transferred to another school system.
 - ____ Other Explain _____

Reason(s) for requesting re-entry _____

I understand that my child must meet the system’s Continuation Criteria prior to re-entry. Re-entry to the program will be determined by the gifted eligibility committee (gifted coordinator, gifted teacher, regular classroom teacher, and administrator).

Signature of Parent or Legal Guardian Date

**Gifted Eligibility Team Minutes
for Re-Entry**

Student _____ Grade _____

Re-Entry Checklist:

_____ Re-entry form completed by parent

_____ Supporting evidence of future success in gifted program is available for review

Examples: classroom grades, attendance records, work samples, etc.

Comments: _____

The student _____ is _____ is not eligible for re-entry.

Eligibility Team Signatures:

Name/Role Date

Name/Role Date

Name/Role Date

Name/Role Date

Name/Role Date

Gifted Education Support Team
Parent Request for Screening

I/We, the parent(s) of _____, request that the Gifted Education Support Team review the available standardized information to screen for possible eligibility for the Gifted Education Program.

Please discuss your child's educational concerns with the classroom teacher and be aware of the current eligibility criteria before you decide to refer your child to the Gifted Education Support Team.

Current Eligibility Gifted Criteria

Mental Ability	96 th percentile on composite score or appropriate component score/99 th in grades K-2
Achievement	90 th percentile on total battery or total reading or total math
Creativity	90 th percentile on standardized creativity test or 90% on a characteristics scale
Motivation	90 th percentile on characteristics rating scale

Please give specific reasons for this request.

Please attach any supporting documentation not already on file with the school. (The school will have any standardized testing results conducted through the schools and report cards.)

Parent Signature: _____

Date_____

Please return this form to the Chairperson of the Gifted Education Support Team at the school

Gifted Education Support Team
Notification for Parents

To the Parent of _____:

Thank you for submitting the screening form to the Gifted Education Support Team (GST). It is the recommendation of the GST that your child's needs continue to be met in the regular classroom and that further evaluation is not indicated at this time. Please encourage your child's achievement in his educational program.

If you have questions, please contact the Site Coordinator at your child's school.
Thank you,

Site Coordinator's Signature

Date

Coffee County Schools
Gifted Education Services
Student Performance Review/Continuation of Services
Middle and High School

Student _____
School _____

Current Grade _____

Date _____

Teacher _____

Team Members Present and Position:

Minutes of Meeting:

Recommendations:

- _____Continue Placement in Gifted Services
- _____Student is placed on **probation** for 9 weeks beginning _____ and ending _____ (Middle School)
- _____Student is placed on probation for next ½ unit of credit (High School)
- _____Parent voluntarily requests removal from gifted services (complete withdrawal form (Appendix I)

Other Comments

Signature of School Gifted Coordinator