

# Procedures Manual for Gifted Services

(2025-2026)



**Webster County Schools**

**Preston, Georgia**

**229-828-3365**

# Table of Contents

Title Page.....	0
Table of Contents.....	1
Mission Statement/Philosophy/Program Goals .....	2
Gifted Education Rule/Gifted Program Definitions/Gifted Education Service Information/Professional Development .....	3
Family/Community Involvement/Gifted Eligibility Team/Types of Referrals .....	3-4
Automatic Referral/ Assessment Administration Timeframe .....	5
Review of Referral/Referral-Assessment Process-Notification-Consent .....	6
Referral and Eligibility Process Chart.....	7
Gifted Education Eligibility Process Chart .....	8
Eligibility and Criteria .....	9-11
(1). DEFINITIONS:	
(a) Mental Ability	
(b) Achievement	
(c) Creativity	
(d) Motivation	
Use of Outside Data/Transfer Students .....	11-12
Eligibility Status/Gifted Service Model .....	12-13
Curriculum Adaptations for Ineligible Students/Continuation Policy/Academic Performance Criteria.....	13-14
Academic Probation.....	14
Withdrawal/Re-Entry /Parent Notification .....	14-15
Re-Evaluation of Previous Ineligible Students/Data Collection .....	16
Evaluation of Gifted Education Program/Public Review.....	16
Gifted Nomination Forms .....	17-22
Appendix.....	23-24

# **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 advanced 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 to the approved Georgia Standards.
- 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 advanced 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 in accordance with State Board of Education Rule 160-4-2-.38

## **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 reviews referrals to determine if gifted eligibility testing is recommended. The Gifted Eligibility Team consists of the Principal and/or Assistant Principal, System Testing Coordinator, the Gifted Coordinator/Teacher, and a regular classroom teacher from the elementary, middle, or high school. The Eligibility Team also reviews assessment data to determine if eligibility into the Gifted Program has been met 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- Decisions made by the committee.

## **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 support referrals for eligibility evaluation. Teachers, administrators, parents, counselors, peers, self and other individuals with knowledge of the student's abilities may refer a student in grades K-12 for consideration. Those nominating a student must complete a Referral Form. Additional information may be requested from the general education teacher such as basic information, sample work and test 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 will be referred for further assessment to determine eligibility for gifted programs services*

Webster County School System administers STAR testing as our nationally norm-referenced assessment school wide for all grade levels. The STAR data can be used for gifted referrals and for eligibility data in the area of achievement. Students who score at or above the 90th percentile in STAR Reading or Math will be automatically referred for further evaluation in the gifted identification process.

For automatic referral, a review of scores from the Georgia Milestones will also be used. Students who score in the “Exceeds the Standard” category in any subtest given for that grade level will receive a closer review for potential giftedness. End-of-Grade (EOG) scores on the Georgia Milestones assessment will be reviewed and compiled for all students being considered for potential giftedness.

STAR testing serves as a nationally norm-referenced assessment providing reliable data on student achievement. Scores from the STAR test are used for automatic referrals by establishing specific benchmarks that students must meet or exceed. When a student achieves a score above a predetermined percentile, such as the 90th percentile in STAR Reading or Math, they are automatically referred for further evaluation in the gifted identification process. This streamlined approach ensures that high-achieving students are promptly and consistently identified for gifted program consideration.

Once a referral is made, parents or guardians are notified and consent to evaluate is requested. Parental/guardian permission for automatic referrals will be obtained before further testing. Eligibility data is collected in the areas of mental ability, achievement, creativity, and motivation through the use of assessments and rating scales that are approved by the GaDOE for gifted eligibility evaluation.

## **Assessment Administration Time Frame**

Assessment of students referred for the gifted services may be conducted at two times during the school year—in the fall (after the first grading period) and in the spring. 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.

## **Review of Referrals**

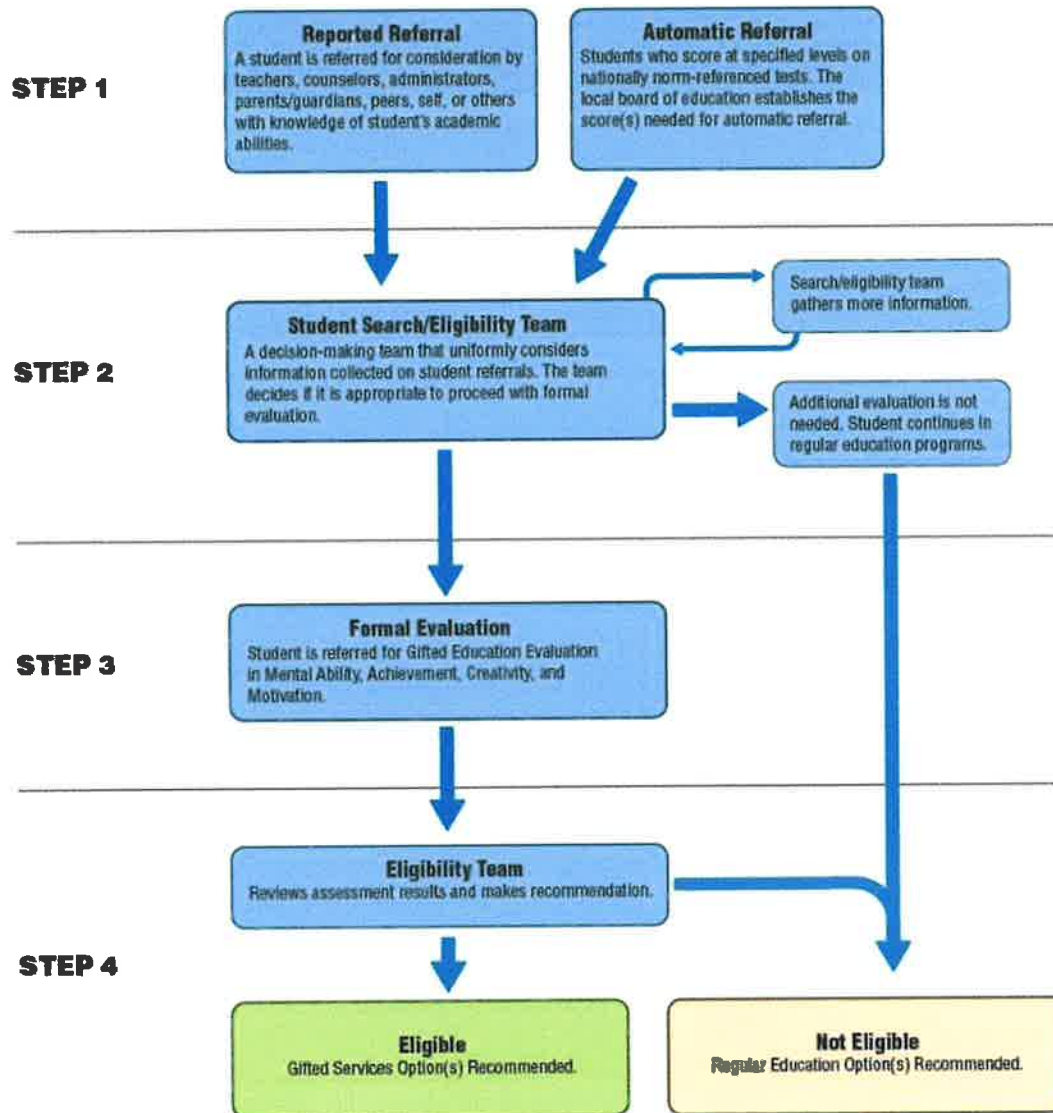
Based on the timeframe for referrals, the Gifted Coordinator will schedule a meeting with the Gifted Eligibility Team. The team will review all available data and make a determination concerning further testing for eligibility.

### **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 students determined to be eligible for gifted services.
- 9- A copy of the GaDOE's Referral and Eligibility Process Chart is located on the GaDOE website online.

## Section IV: Referral and Eligibility Process

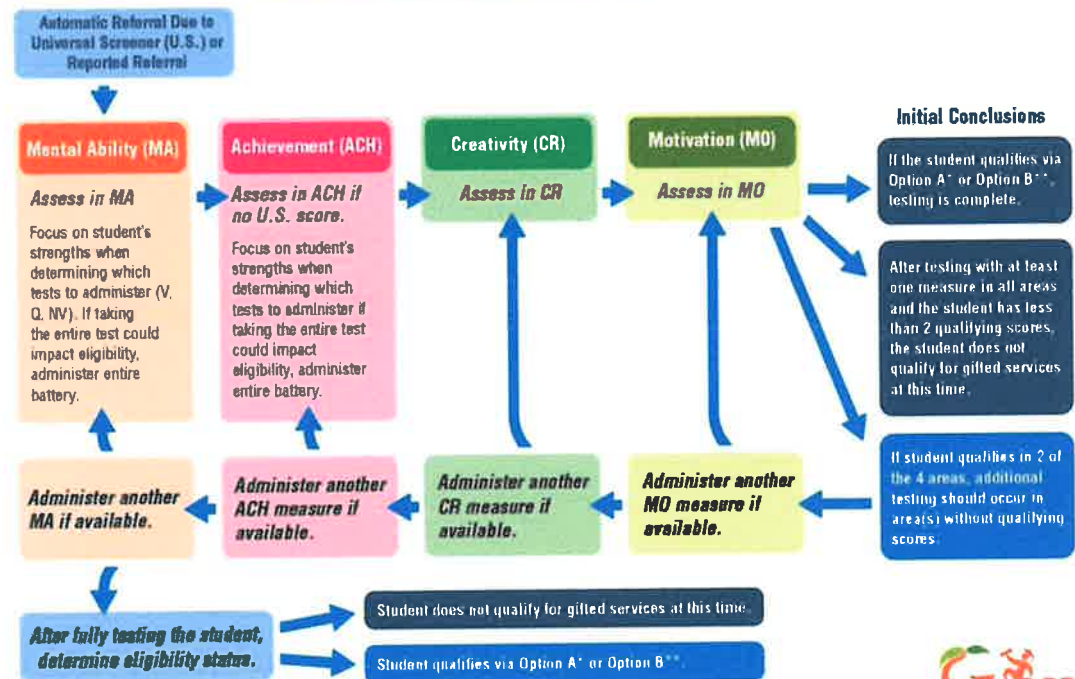
### Referral and Eligibility Process Chart





## CREATING A THOROUGH

# Gifted Education Eligibility Process



\*Option A: Psychometric Option \*\*Option B: Multiple Criteria Option



## **Eligibility and Criteria**

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

Option 1: To be eligible for gifted services, a student must either (a) score at the 99<sup>th</sup> percentile (for grades K-2) or the 96<sup>th</sup> 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 90<sup>th</sup> percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test.

### **OR**

Option 2: A student may 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.

### **Georgia Eligibility Criteria for Gifted Programs**

#### **Rule 160-4-2-.38**

#### **(Multiple Criteria)**

- 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 norm-referenced test.
- Any data used to establish eligibility in one area shall not be used to establish eligibility in another area.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation and vice versa.
- Any score used to establish eligibility shall be *current within two years*.
- Local school systems must establish policies in regard to the use of data gathered and analyzed by private entities.

## INITIAL ELIGIBILITY

Category	Option A (psychometric)	Option B (multiple-criteria)
	Student must have a qualifying score in the mental ability AND achievement categories	Students must qualify in <u>three of the four</u> categories.
Mental Ability	<ul style="list-style-type: none"> <li>➤ Grades K-2: 99<sup>th</sup> percentile composite score on a nationally age normed mental ability test</li> <li>➤ Grades 3-12: ≥ 96<sup>th</sup> percentile composite score on a nationally age normed mental ability test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 96<sup>th</sup> percentile composite on appropriate component score on a nationally age normed mental ability test</li> </ul>
Achievement	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a national normed achievement test</li> <li>➤ 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</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 90<sup>th</sup> percentile on composite score on a nationally normed creativity test</li> <li>➤ Grades K-12: Rating scales used to qualify student creativity must equate to the 90<sup>th</sup> percentile</li> <li>➤ 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</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades 6-12: Two-year average of regular core subjects of mathematics, English/language arts, social studies, science, and full year world languages ≥ 90<sup>th</sup> percentile locally but not lower than 3.5 on a 4.0 scale or 90 on a numeric scale</li> <li>➤ Grades K-12: Rating scales used to qualify student motivation must equate to the 90<sup>th</sup> percentile</li> <li>➤ 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</li> </ul>

Rule 160-4-2-.38 amendments

Adopted by GBOE 2.12.98

Revised by GBOE 5.10.12

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

### **Mental Ability:**

Webster County Schools utilizes the Cognitive Abilities Test (CogAT) Test Form 7 as the primary assessment of mental ability for establishing eligibility. If warranted, a secondary assessment from the GaDOE approved assessment list may be used.

### **Achievement:**

Webster County Schools utilizes the IOWA Assessments and STAR Reading or Math national percentile scores as the primary assessment of achievement. If warranted, a secondary assessment from the GaDOE approved assessment list may be used.

### **Creativity:**

Webster County Schools utilizes the Torrance Test of Creative Thinking (TTCT) as the primary assessment of creativity for grades K-5, and the GES-4 rating scale as the primary assessment of creativity for grades 6-12. If warranted, a secondary assessment from the GaDOE approved assessment list may be used.

### **Motivation:**

Webster County Schools utilizes the Gifted Evaluation Scale (GES-4) rating scale or Portfolio as the primary assessment of motivation for grades K-5, and either the GES-4 or a two-year average of grades in core subjects (mathematics, English/Language arts, social studies, science, and full-year world language) for grades 6-12 as the primary assessment of motivation.

## **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 student 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 gifted services eligibility.

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)

Students who meet the Georgia eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system in Georgia. Students who have been determined eligible for gifted services in any public school in Georgia will automatically be eligible for services in the Webster County School System when eligibility documentation has been received. 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, the 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 receiving gifted services in schools out-of-state is immediately referred for consideration. Georgia 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 requirements. Parent/guardian permission will be obtained before administering any test. There is no reciprocity between states unless the student is a dependent of active military personnel for whom mandated reciprocity between states is provided by O.C.G.A. § 20-2-2140 et. seq.

## Eligibility Status

Parents will be notified of eligibility/ineligibility status. Parents will be given an opportunity for a meeting to review and discuss assessment results. Parental permission will be requested for students to participate in Gifted Education services.

## Gifted Education Service Delivery Model

Webster County School System provides gifted education services using two approved instructional models aligned with Georgia Department of Education (GaDOE) guidelines: the Cluster Grouping Model for grades K–8 and the Resource Class Model for grades 9–12. Both models are designed to meet the academic needs of gifted learners through appropriately challenging and enriched instruction.

### **Grades K–8: Cluster Grouping Model**

In grades K–8, Webster County uses the Cluster Grouping Model. Identified gifted students are grouped together within a heterogeneous general education classroom. These students will receive direct gifted services through differentiated instruction provided by a gifted-endorsed teacher or one who is actively enrolled in a GaPSC-approved gifted endorsement program.

Instruction is tailored to address students' advanced learning needs while still engaging in the general curriculum. A maximum of two gifted FTE segments per day may be counted at the gifted weight. The superintendent must sign annual assurances to verify the proper use of this service model.

Ongoing collaboration between the gifted-endorsed teacher and the general education teacher ensures that gifted students are provided with appropriately enriched and accelerated learning experiences.

### **Grades 9–12: Resource Class Model**

For students in grades 9–12, Webster County Schools uses the Resource Class Model. All students must be identified as gifted according to State Board of Education (SBOE) criteria. Students are homogeneously grouped based on achievement and interest in academic content areas such as ELA, Math, Science, Social Studies, World Languages, Fine Arts, Computer Science, and CTAE courses.

Gifted students in this model receive direct instruction in a separate resource classroom. The curriculum has a foundation in the Georgia curriculum standards but focuses on interdisciplinary enrichment activities, rather than instruction limited to any single content area. Lessons are designed to extend or replace standard grade-level content, encouraging higher-order thinking, creativity, problem-solving, and independent research. The content and pacing are clearly differentiated beyond what is appropriate for typical students at the same grade level.

Students may receive no more than ten FTE segments per week of gifted services in the resource class. The teacher must hold GaPSC-approved certification in the content area and either possess a gifted endorsement or be actively enrolled in a GaPSC-approved gifted endorsement program.

### **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 indicate 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 general 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 outlined in the GaDOE's Resource Manual for Gifted Education Services. The performance of each student receiving gifted education service shall be reviewed annually. Students performing satisfactorily in 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 parents will be informed of an annual review of the student's performance.

(Note: Continuation of gifted services must be based on a student's performance in gifted education courses. Continuation should be specific to the performance in individual courses. So a student might discontinue services in one content area but continue services in other areas.)

## Academic Performance Criteria

A student who is receiving gifted services may continue to receive gifted programming services as long as he/she meets the following criteria:

### Grades K-2

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

### Grades 3 - 12

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

## Probation (Academic)

Gifted student performance is reviewed at the end of each quarter. Any student in grades k-12 who does not maintain an 85 average or above in courses 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. The student will continue to receive gifted education services during the probation period.

(Question: Is continuation based on the end of the quarter average or on the yearlong average?)

1. A Gifted Support Team meeting 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 parents or guardians.
2. The parents or guardians 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 monitor the progress of the student and communicate with the gifted education teacher and/or the general education teacher as needed.
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 or guardians.
7. If at the end of the probation period, continuation criteria have not been met, the student will be withdrawn from gifted services in the area(s) of probation. If continuation criteria have been met, the student's status will return to good standing to the Gifted Program. Parents/Guardians will be notified in either case.

## Withdrawal of Services

1 If a continuation criterion is not met at the end of the probationary period the student will be withdrawn from gifted services in the area(s) of concern. 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 Withdrawal Form. The original will be placed in the student's gifted folder and a copy will be given to the parents/guardians.

## Voluntary Withdrawal

At any time, a parent/guardian may request that the student no longer receive gifted services. Voluntary Withdrawal is defined as any student intentionally exiting the Gifted Program while meeting continuation criteria established by the Webster County School System. Reasons could include, but are not limited to:

- Deciding to Homeschool
- Attend a Private School
- Moving out of the country for a few years
- Parent/Guardian 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 reactivate gifted services.
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 re-activate gifted services after the second withdrawal.

## Parent Notification

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



## Re-Evaluation of Students Previously Ineligible for Services

Students may be re-evaluated for eligibility in the Gifted Program after a two-year period. Eligibility assessment data remain valid for two calendar years, during which time rating scales and grade point averages may be updated as necessary. Should there be sufficient reason, alternate assessments may also be administered to update the eligibility status of a student whose initial data did not meet eligibility requirements.

For 2nd-grade students who do not meet the Option 1 (Mental Ability and Achievement) requirement, their files will be reviewed at the beginning of their 3rd-grade year to determine if eligibility is met through Option 2 (3 out of 4 multiple criteria). This systematic review process ensures that all students receive a fair and comprehensive evaluation for potential inclusion in the Gifted Program.

## 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.

In addition to eligibility and continuation data, the Gifted Coordinator will collect a variety of student performance artifacts to inform instructional planning and monitor growth. These may include writing samples, student work samples, classroom performance tasks, BEACON benchmark assessment results, and relevant data from Georgia's Multi-Tiered System of Supports (GaMTSS). GaMTSS data may include academic progress monitoring, behavioral observations, and other tiered supports documentation that help identify students showing advanced learning needs. This comprehensive approach ensures that gifted education services remain inclusive, responsive, and tailored to student strengths.

## 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 Education Forms**



Superintendent of Schools  
 Dr. Dorothy Ingram

Gifted Program Coordinator  
 Pamela Alridge

## Gifted Education Services

### GIFTED PROGRAM REFERRAL FORM

#### KINDERGARTEN-12

I. Please provide complete and accurate information. Incomplete referrals will be returned.

STUDENT INFORMATION		PARENT/GUARDIAN INFORMATION	
Name:	Name:		
Date of Birth:	Street/PO Box:		
GTID #:	City:		
Gender:	Zip Code:		
Ethnicity:	Home or Cell Phone:		
Grade Level:	Email:		
SCHOOL INFORMATION			
School:			
Homeroom Teacher:			
Person making referral:		Date:	

II. Complete steps 1, 2, and 3 on the **Student Talent Survey** (next pages).

**PLEASE RETURN FORM TO YOUR CHILD'S TEACHER OR TO THE FRONT OFFICE**

## STUDENT TALENT SURVEY

Student Name:	Grade:		
Name of Person Completing Survey:	Relation to Student:		
School:	Homeroom Teacher:		
<b>Step 1 Directions:</b> The needs of gifted and talented students result from those behavioral characteristics that differentiate them from other students of the same age. Please circle or check each of the characteristics that the student exhibits in the four areas listed below. This will assist the Gifted Eligibility Team in reviewing the need for gifted eligibility testing.			
<b>Behavioral Characteristics (Check all that apply)</b>			
<b>Mental Ability</b>	<b>Achievement</b>	<b>Creativity</b>	<b>Motivation</b>
Knows a lot about a variety of topic	Demonstrates advanced ability or knowledge in specific area(s)	Exhibits heightened curiosity or questioning attitudes	Is unusually persistent, goal-directed
Learns easily and rapidly	Has high standardized test scores	Is highly imaginative	Has longer than average attention spans; powers of concentration
Exhibits quick mastery of most academic subjects	Memorizes easily and rapidly	Has a keen sense of humor	Is unusually alert; eager
Retains/recalls information easily	Demonstrates superior ability to organize	Has high energy levels	Demonstrates an intense desire to learn, "be somebody", or do something
Has keen powers of observation; usually "see more" or "get more out of stories"	Easily comprehends what s/he sees, hears, reads, etc.	Is unusually sensitive or intuitive	Is an independent; self-starter
Demonstrates superior ability to think critically, reason logically, and/or conceptualize	Enjoys challenging activities	Has a wide range of interests	Consistently makes good grades
Highly verbal; demonstrates advanced language development	Sets personal goals and strives to achieve them	Is a risk-taker	Has hobbies, collections, long term interests
	Is a "perfectionist"	Offers many, original ideas or solutions	Is concerned with adult topics
		Is nonconformist, flexible, accepts disorder, does not fear being different	Requires little direction to complete work
		Includes details in work, elaborate	
<b>Step 2: If you teach the student, list the test scores (if available):</b>			
STAR Math NPR:	(attach most recent score report)	STAR Reading NPR:	(attach most recent score report)
BEACON Math Scale Score:		BEACON Reading Scale Score:	
<b>Step 3: Along with this form, submit student work samples that provide additional insight into the student's strengths (for example, work the student has completed independently that is highly creative or demonstrates unusual depth and insight) or to further support behavioral characteristics indicated in Step 2.</b>			
Provide additional comments in support of this referral:			

# WEBSTER COUNTY SCHOOLS GIFTED SERVICES ELIGIBILITY REPORT

Date: \_\_\_\_\_ Eligible for Services \_\_\_\_\_ Not Eligible for Services  
 Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Grade: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_

**Referral Type:**

☐ Parent ☐ Teacher ☐ Automatic ☐ New to System ☐ Transfer w/in GA: \_\_\_\_\_

	Data Considered	Dates	Std. Score/Scores/ Percentile	Criteria	Eligible
Mental Abilities	CogAT Form _____ _____	_____ _____	V _____ Q _____ NV _____ C _____ V _____ Q _____ NV _____ C _____	96%ile 99%ile	__ Yes  __ No
Achievement	STAR  IOWA  _____	_____ _____ _____	R _____ M _____  R _____ M _____ Tot _____ R _____ M _____ Tot _____	90%ile	__ Yes  __ No
Creativity	TTCT  _____	_____ _____	Percentile _____  Percentile _____ _____	90%ile	__ Yes  __ No
Motivation	GES-4 (K-5)  NGA (6-12 only)	Yr. I _____ Yr. II _____	Percentile _____  Yr. I _____ Yr. II _____	90%ile  Top 10% of core classes NGA	__ Yes  __ No

**Eligibility Decision:**

- ☐ Student is not eligible.
- ☐ Grades K-2: Student is eligible with mental ability 99%ile (composite only), plus achievement  $\geq$  90%ile.
- ☐ Grades 3-12: Student is eligible with mental ability  $\geq$  96%ile (composite only), plus achievement  $\geq$  90%ile.
- ☐ Student is eligible through multiple criteria (3 of 4 categories must be YES).
- ☐ Reciprocity data from another Georgia county.

**Eligibility Team Members:** \_\_\_\_\_

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Services Begin: Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_



**Superintendent of Schools**  
**Dr. Dorothy Ingram**

**Gifted Program Coordinator**  
**Pamela Alridge**

**PARENT CONSENT FOR EVALUATION FOR GIFTED SERVICES**

STUDENT INFORMATION		
Name:	Date of Birth:	Grade Level:
PARENT/GUARDIAN INFORMATION		
Name:	Home or Cell Phone:	
Mailing Address:		
Email:		
SCHOOL INFORMATION		
School:	Homeroom Teacher:	

\*Please make sure your child's school has your most recent address and contact information.  
 Communications sent by mail, by email, or by phone will rely on information listed in our district records.

Has your child previously received gifted services? \_\_\_\_\_ Yes \_\_\_\_\_ No

If you answered yes, please indicate the name and location of the school where services were received: \_\_\_\_\_

With your permission, your child will be evaluated in the areas of mental ability, achievement, creativity, and motivation. It may be necessary to administer more than one assessment in a particular area. You will receive notification of your child's results and have an opportunity to discuss those results with a gifted education staff member if desired.

Georgia Department of Education eligibility criteria for gifted services are provided on the back of this page.

**Consent for Evaluation:**

I hereby give consent for my child to be evaluated for eligibility for gifted services.

\_\_\_\_\_  
 Parent/Guardian Signature

\_\_\_\_\_  
 Date

## INITIAL ELIGIBILITY

Category	Option A (psychometric)	Option B (multiple-criteria)
	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	<ul style="list-style-type: none"> <li>➤ Grades K-2: 99<sup>th</sup> percentile composite score on a nationally age normed mental ability test</li> <li>➤ Grades 3-12: ≥ 96<sup>th</sup> percentile composite score on a nationally age normed mental ability test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 96<sup>th</sup> percentile composite on appropriate component score on a nationally age normed mental ability test</li> </ul>
Achievement	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a national normed achievement test</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 90<sup>th</sup> percentile on composite score on a nationally normed creativity test</li> <li>➤ Grades K-12: Rating scales used to qualify student creativity must equate to the 90<sup>th</sup> percentile</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades 6-12: Two-year average of regular core subjects of mathematics, English/language arts, social studies, science, and full year world languages ≥ 90<sup>th</sup> percentile locally but not lower than 3.5 on a 4.0 scale or 90 on a numeric scale</li> <li>➤ Grades K-12: Rating scales used to qualify student motivation must equate to the 90<sup>th</sup> percentile</li> </ul>

- Any data used to establish eligibility in one area shall not be used to establish eligibility in another area.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation and vice versa.
- Any score used to establish eligibility shall be *current within two years*.

# Appendix



# HOW DO I KNOW IF MY CHILD IS GIFTED?

As the parent or guardian, you probably know your child pretty well. In addition to talking with your child's teacher or school administrators, you can look for some of the following characteristics to help you decide if your child might need to be tested for the gifted program.

- ✓ Child is curious.
- ✓ Child can reason.
- ✓ Problem solving is easy.
- ✓ Child can "think outside the box."
- ✓ Child has a good sense of humor.
- ✓ When shown something new, the child learns quickly.
- ✓ Child has a strong vocabulary.
- ✓ Child is independent, self-directed, and/or persistent.
- ✓ Organizes people and/or ideas.
- ✓ Positive influence, respected by peers and adults.