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| **meriwether County School System** |
| Gifted Services Administrative Procedures Manual |
| **2016-17** |
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**Dr. Timothy Dixon, Superintendent**

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**RATIONALE**

In agreement with the Georgia Department of Education, Meriwether County School System recognizes that gifted students have qualities requiring special instruction and/or ancillary services to achieve at levels commensurate with their abilities. These students may demonstrate a high degree of intellectual and/or creative ability, exhibit an exceptionally high degree of motivation, and/or excel in specific academic fields. Also recognizing that the needs of gifted students may not be met in a regular classroom setting, opportunities for gifted students to receive differentiated instruction designed to accelerate, enrich and/or extend their learning experiences, must be provided.

**MISSION**

In recognition that appropriate education is one in which each student is provided an opportunity to reach his/her greatest potential, Meriwether County provides gifted education services that are tailored to the intellectual, academic, creative, social, emotional, and motivational needs of the gifted. As such, it is reasonably expected that student achievement, motivation, problem solving capabilities, and creativity will increase.

**GOALS**

The program for gifted students of Meriwether County Schools is guided by the Gifted Standards of the Georgia Department of Education. Gifted students will:

* The gifted student will develop an awareness of his/her role as a global citizen, learning to exchange ideas and communicate effectively.
* The gifted student will consistently seek original solutions to problems that reflect higher level thinking processes.
* The gifted student will become acceptant of their giftedness and seek to understand themselves in relation to others.
* The gifted student will develop an expertise in research/study skills while investigating advanced content areas.
* The gifted student will engage in creative activities through a variety of media, including the fine/performing arts, to establish appreciation for artistic expressions.
* The gifted student will utilize technology as a tool, becoming proficient in the use of word processing, online reference materials, and presentation programs.
* As an outcome of these collective goals, it is expected that the gifted student will increase his/her motivation and self-confidence through the challenges of advanced and creative content studies.

**PROGRAM DESCRIPTION**

The Meriwether County gifted program is a county-wide program. Students are presented a differentiated curriculum designed to meet their needs. Units of study are chosen based on the needs and interests of the students being served.  The curriculum has an academic content foundation, but focuses on interdisciplinary enrichment activities.  Content and pacing is different from the typical classroom.  Activities help students develop research skills, practice creative thinking and apply critical thinking with each task.  It also provides time to be together with intellectual peers, which is important for both social-emotional and motivational reasons. Teachers hold gifted education endorsement or collaborate with an endorsed teacher.

**Elementary**

Gifted elementary students attend classes in a Resource classroom for a minimum of five segments per week. Students are grouped by instructional and/or grade levels. Students are not required to make up the regular classroom work assigned when participating in the gifted resource class.

**Middle**

Gifted middle school students are taught in either the Cluster Grouping or Collaborative Teaching model in the following areas: mathematics, language arts, science, and/or social studies each day. Content areas may vary by grade level and location.

**High**

Gifted students in grades 9-12 may be served through Advanced Content, Cluster Grouping, and/or Collaborative Teaching. Opportunities are also available for students to take Advanced Content classes online.

**RESPONSIBILITIES**

The administration of educational services for the gifted within the Meriwether County School System is determined by the school superintendent and the local board of education and is reflected herein the Meriwether County School System’s *Gifted Services Administrative Procedures Manual.* The identification of gifted students and the administration of educational services are the responsibility of the Director of Exceptional Services, the Coordinator of Gifted Services, and the Teachers of Gifted students with appropriate gifted endorsement. Procedures and guidelines for the administration are explained in this manual.

The Meriwether County School System will provide/conduct professional development with each school’s staff as needed on the characteristics of the gifted, referral procedures, and the evaluation process.

An Eligibility Team will be created at each school to oversee the referral and eligibility process at that school. The team members may include, but is not limited to: a gifted endorsed teacher, a regular education teacher, an administrator, a counselor, curriculum coordinator

Meriwether County School Systems provides services to students who have the potential for exceptional academic ability in grades K-12. The services provided are in compliance with the following state rule: 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS.

**DEFINITIONS**

**Gifted Student** - a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

**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.

**Qualified Evaluators** - individuals with expertise in relevant fields. Anyone who evaluates student performances for the purpose of determining gifted program eligibility must have demonstrated expertise and experience in the specific content area.

**REQUIREMENTS**

**A. Notice**

The local board of education shall provide parents or guardians of all students enrolled in Meriwether County Schools with written information on the following topics:

1. The gifted education program operated by the local school system, referral procedures and eligibility requirements;
2. Initial consideration of a student for gifted education services;
3. The student’s eligibility status after an evaluation, at which time the parents or guardians shall be afforded an opportunity for a conference to discuss student eligibility criteria and placement;
4. The type of service to be provided annually, the teaching methods to be used and the time allotted for the student to receive gifted services. Parents or guardians shall also be informed of the objectives designed for students to meet and the manner in which evaluation of the mastery of these objectives will be conducted;
5. The performance standards the student shall meet for the continuation of gifted services;
6. The length of the probationary period in which the student is in jeopardy of losing gifted services. The notice shall specify the criteria the student shall meet to continue receiving gifted education services; and
7. The termination of gifted education services in the event that the student fails to meet the continuation criteria. The notice shall contain a statement that the student shall become eligible to receive gifted education services upon meeting the criteria adopted by the local board of education regarding the continuation of services.

B. **Referral.**

1. **Reported Referral**. Teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge of the student’s abilities may refer a student for consideration for gifted educational services.

2. **Automatic Referral**. Students who score at specified levels on the Georgia Milestones Assessment as described below shall be considered automatically for further assessment to determine eligibility for gifted program services. Meriwether County Schools has established that students scoring “distinguished learner” in four of the five subject areas will be automatically considered.

**C. Consent**

Parents or guardians must give written consent for testing of students who are being considered for gifted education services. Written consent from parents or guardians is also necessary before students determined to be eligible for gifted education services can receive these services.

**D.** **Eligibility**

Students will be evaluated with instruments and qualifying scores as described by State Board of Education Policy 160-4-2.38. The compliance with this rule is guided by local board policy **IDDD**. Parents are notified in writing of results.

1. To be eligible for gifted education services, a student must either (a) score at the 99th

percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a norm-referenced test of mental ability and meet one of the achievement criteria described in paragraph (2)(d) 5.(ii) Achievement, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation.

2. To be eligible for gifted education services, a student must meet the criterion score on a norm-referenced test and either has observational data collected on his or her performance or produce a superior product as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.

3. Test scores used to establish eligibility shall have been administered within the past two calendar years.

4. Any data used in one area to establish a student’s eligibility shall not be used in any other data category.

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

(i) **Mental Ability**. Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score, as defined in the GaDOE *Resource Manual for Gifted Education Services,* on a norm-referenced test of mental ability.

(I) Mental ability tests shall be the most current editions, or editions approved by GaDOE, of published tests that measure intelligence or cognitive ability, which have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

(ii) **Achievement**. Students shall score at or above the 90th percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test or have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified evaluators.

(I) Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Performances and products shall be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.

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

(I) Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

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

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

(iv) **Motivation**. Students shall receive a score at or above the 90th percentile on a standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances, or for grades 6-12 have a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B, or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages.

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

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

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

6. Assessment data that were gathered and analyzed by a source outside the student’s school or LEA shall be considered as part of the referral and evaluation process. External evaluation data shall not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations shall have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background

**E. Continued Participation**

The progress of each student receiving gifted education services shall be reviewed each year. A formal *Annual Review* is completed all students, which includes the delivery model, contact hours, curriculum focus, and evaluation methods. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in regular and gifted education classes. Students who do not demonstrate satisfactory performance will be placed on probation for two consecutive grading periods. Details of the probation process and possible interruption of services are provided on page 17.

**F. Reciprocity**

Any student who meets the state eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in Meriwether County Schools. However, a student transferring from another school system to Meriwether County shall meet the criteria for continuation of gifted services established above. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140.

**G. Curriculum and Services to Be Provided**

The Meriwether County curriculum for gifted students focuses on developing cognitive, learning, research and reference, and metacognitive skills. A new framework is being developed in alignment with the Gifted Standards, Georgia Standards of Excellence, and Georgia Performance Standards, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education.

Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in the Georgia Department of Education *Resource Manual for Gifted Education Services.*

**H. Data Collection**

Meriwether County School System 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 actually served during the school year. These data shall be kept by grade level, gender, and ethnic group of the students. The Meriwether County Board of Education shall participate in *Self-Assessment* as required by the Georgia Department of Education. Results will be used to improve identification, curriculum, and services provided.

**I. Public Review**

The Meriwether County Board of Education shall submit to the Georgia Department of Education a copy of its administrative procedures for the operation of a program for gifted students in grades K-12. The school system will review and revise (if needed) its local administrative procedures at least annually.

The county will maintain a page on its website to inform all stakeholders of the policies, procedures, and operation of the gifted program. It is labeled QUEST.

**Identification Procedures**

Formal identification of students begins as early as kindergarten and continues through grade 12. In order to identify students in need of instructional modifications and/or special services, a comprehensive *Talent Search* will be conducted annually and includes the following:

1. *Structured Observations* – under the direction of the Eligibility Team, the following observations will be conducted system-wide annually:

*Spring Talent Search,* Grades K-2 – checklists consisting of behaviors commonly associated with gifted students will be completed by teachers in the spring of each year. **TAB** (Frazier, 1995) definitions and descriptions chart will be given to each teacher as a resource. A list of students who may need instructional modifications or additional services is compiled and submitted to the *Eligibility Team* for consideration.

*Classroom Talent Survey,* Grades 3-8 – classroom teachers will formally observe their students during a period of at least two weeks preceding the end of the first quarter/grading period and note those students who demonstrate specific behaviors associated with gifted children. They will also consider Automatic Referrals based on test data. Immediately following this observational period, teachers meet by grade levels/teams to discuss their observations. Names of students who may need instructional modifications or additional services are listed, along with the available data, and submitted to the Eligibility Team for consideration of need. Teachers retain a copy of their original surveys and may add names throughout the year, based on informal observations, for consideration/review in the spring of the school year.

Eligibility Teamsconsider available data for all referrals generated by Reported Referrals, Automatic Referrals, and Structured Talent Searches. Determination will be made as follows:

* No special services (including further evaluation or instructional modifications) are recommended at this time.
* Instructional modifications are recommended, but student is not referred for further evaluation or consideration at this time. Suggested modifications are provided to the student’s classroom teacher. **NOTE:** Parents are not notified when students are reviewed by the Review Teams for consideration of need. However, if consideration resulted from a parent/guardian referral and it is determined by the Eligibility Team that no further evaluation is needed; this decision is communicated to the parent/guardian in writing. A copy of the letter should be forwarded to the Gifted Coordinator and a copy kept at the school.
* Student is referred to the Gifted Education/Quest Teacher. Regular referral procedures continue. Parents of students referred to the Gifted Education teacher for consideration or evaluation are notified in writing and offered the opportunity for a conference to discuss the reason for the referral; if needed, signed consent to evaluate is obtained.

**Nomination Procedures**

*Nomination/Review Teams (the grade level team)* consider available data for all referrals generated by any *Talent Search*. This includes the K-2 process in the spring semester and the Georgia Milestones Assessment System data analysis for Automatic Referrals. Determination will be made as follows:

1. *No special services (including further evaluation or instructional modifications) are recommended at this time.*
2. *Instructional modifications are recommended, but student is not referred for further evaluation or consideration at this time. Suggested modifications are provided to the student’s classroom teacher.* **NOTE:** Parents are not notified when students are reviewed by the *Review Teams* for consideration of need. However, if consideration resulted from a parent/guardian referral and it is determined by the *Nomination Team (School level team)* that no further evaluation is needed; this decision is communicated to the parent/guardian in writing. (Form G5) A copy of the letter should be forwarded to the Gifted Coordinator and a copy kept by the committee.
3. *Student is referred to the Gifted Education/Quest Teacher. Regular referral procedures continue.* Parents of students referred to the Gifted Education teacher for consideration or evaluation are notified in writing and offered the opportunity for a conference to discuss the reason for the referral; if needed, signed consent to evaluate is obtained.

**Evaluation Procedures**

In compliance with Georgia Department of Education Rule 106-4-2-.38, evaluation data for all students referred will be gathered in four areas: *mental ability, achievement, creativity,* and *motivation.*Standard evaluation measures include, but are not limited to:

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| **MENTAL ABILITY** | **CREATIVITY** |
| COGAT (Primary)  WISC-V (Secondary)  U.N.I.T. (ELL-Secondary) | Renzulli Scale for Creativity (K-5)  GES-3 for Creativity-subscale 2 (6-12) |
| **ACHIEVEMENT** | **MOVTIVATION** |
| Woodcock-Johnson III (K-12)  PSAT/SAT grades 9-12 (Secondary) | Structured Performance/Interview (K-5)  GPA - min 3.5 or above (6-12) |

**Use of Secondary Measure**

If a student’s score falls within the SEM, or Standard Error Measure, on an ability or achievement assessment, the *Gifted Eligibility Team* may request a second assessment **if** the student’s score on the other assessment meets state criteria. When the student has met the achievement **and** ability criteria, teacher-generated ratings scales will be re-administered after one semester, or at the beginning of the next school year.

**Table 1**

**Gifted Program Assessment and Eligibility Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Mental Ability*** | ***Achievement*** | ***Creativity*** | ***Motivation*** |
| ***Standardized Test of***  ***Mental Ability:***  *Full scale or*  *appropriate*  *component score*  *≥ the 96th percentile (by age)* | ***Standardized Test of***  ***Academic***  ***Achievement:***  *Score ≥ the 90th*  *percentile (by age or grade) on --*  *Total Reading,* ***or***  *Total Math,* ***or***  *Total Battery*  ***OR***  ***Superior Student-generated***  ***Product***  ***or Performance:***  *Score ≥90 on a*  *scale of 1-100 as*  *evaluated by a panel of 3 or more*  *qualified evaluators* | ***Standardized Test of***  ***Creative Thinking:***  *Score ≥ the 90th*  *percentile (by age or grade) on the Total Battery*  ***OR***  ***Standardized Creativity***  ***Characteristics Rating Scale:***  *Score the 90th*  *percentile*  ***OR***  ***Superior Student-generated***  ***Product or***  ***Performance:***  *Score ≥90 on a scale of 1-100 as evaluated by a panel of 3 or more qualified evaluators* | ***GPA ≥****3.5*  *(as defined in Rule and Regulation)*  *on a 4.0 scale*  ***OR***  ***Standardized Motivational***  ***Characteristics Rating Scale:***  *Score ≥ the 90th percentile*  ***OR***  ***Superior Student-generated***  ***Product or Performance:***  *Score ≥90 on a scale of 1-100 as evaluated by a panel of 3 or more qualified evaluators* |

**INITIAL ELIGIBILITY**

**Option 1, the Psychometric Approach:**

The student may qualify on the basis of mental ability and achievement assessment results only (regardless of the assessment results in creativity and motivation). In this case the mental ability test score must be a composite or full-scale score. The composite score must be at the 99th percentile for students in grades K-2. The composite score may be at the 96th percentile or higher for students in grades 3-12. In addition, students (grades K-12) must meet at least one of the achievement standards described in the 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.

**Option 2, the Multiple-Criteria Approach**:

The student may qualify by meeting the standards in any three of the four data categories listed below, at least one of which must be on a nationally-normed standardized test. Component scores (e.g., Nonverbal Ability), as well as full scale scores, may be used in the area of mental ability. However, component scores must meet the criteria specified in the Gifted Education Regulations (Pages 7-13).

We believe that these abilities (mental ability, achievement, creativity, and motivation) may be demonstrated in a variety of ways, thus there are assessment options in each of the data categories. We are also committed to the belief that gifted students may be found within any race, ethnicity, gender, economic class, or nationality.

**Communicating Results**

Parents/guardians of students who are tested for services are notified of eligibility, or non-eligibility, in writing. Permission for placement and transportation is obtained before services begin. Parents are offered the opportunity to meet and discuss the services their child will receive. Additional information, including a *program description* and *continuation policy,* is available for review.

**Use of Data from Outside Sources**

Assessment data that were gathered and analyzed by a source outside the student’s school or the Meriwether County School System must be considered as part of the nomination 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. We shall never rely on them exclusively for determination of eligibility for gifted program services. Instead, outside test data may be used as part of a comprehensive profile of test and non-test evidence of advanced instructional needs. We collect and maintain statistical data that will allow the Department of Education to evaluate the impact of this practice on the identification of gifted students from all ethnic and socioeconomic groups.

**SERVICE DELIVERY OPTIONS**

An array of service options is available to increase the degree of challenge for academically talented children throughout the school day. Specific learner needs should be determined on a case-by-case basis, based on the evaluation data obtained. Options to consider should include, but are not be limited to, the following:

**Cross-Age Grouping/Multi-Age Grouping**

Students of different ages/grades are grouped together for instruction for all or part of a day.

**Subject Grouping Within Class**

Students are grouped according to ability, within a classroom, for instruction in one or more subjects (i.e., students stay in assigned classroom)

**Subject Grouping Across Teams/Classes**

Students are grouped according to ability, within a grade level, for instruction in one or more subjects (i.e., students go to a different classroom or team, within the same grade)

**Subject Advancement Across Grades**

Individual students go to a different classroom, in a higher grade, for instruction in one or more subject areas.

**Grade Skipping/Advancement**

Student is assigned full-time to a higher grade

**Cluster Grouping/Full-time Class**

A group of 4-6 identified gifted students are grouped full-time, within a classroom, for instruction by a teacher certified in gifted education.

**Resource Room/Special Class/Part-time Class**

Students are scheduled for a minimum of five segments a week for instruction in the gifted program classroom.

**Honors/Advanced Courses**

Students are enrolled in courses which are designed to present more complex subject matter at an accelerated pace.

**Independent/Directed Study**

Students participate in a self-initiated, teacher directed and approved course of study in an area of interest as described in a written contract.

**Advanced Placement\*/International Baccalaureate Courses**

Students are enrolled in courses offered by the College Board or IB. Allows students an opportunity to complete college-level courses and earn college credit while enrolled in high school.

**Internship/Mentorship**

Students are assigned as interns or to a professional/expert in a selected field of study for instruction as described in a written contract.

**Special Programs/Enrichment**

Students participate in special programs, competitions, etc. during or after the school day.

**Direct Services**

Students in grades K-5(or 6) are served in Resource Classes. Middle and high school classes are serviced in Cluster Grouping/Full-time Classes, Accelerated Content Courses and/or Advanced Placement Courses at both high schools as personnel permits.

**Indirect Services**

Middle and high school classes are served in Collaborative Teaching Classes. Students may also take advantage of classes available on-line through the Georgia Virtual School.

**CONTINUATION GUIDELINES**

The progress of each student receiving gifted services shall be reviewed annually, or more frequently, based on individual circumstances. Recommendations for continuation or termination of services are based on students' performance gifted education classroom only, per state rule 160-4-2.38 as adopted May 2012. Students who are performing satisfactorily will continue to receive services unless parents/guardians request withdrawal from the gifted services. Such requests should be submitted in writing, including the reason for the request. Withdrawal requests and reasons for the requests are documented in department and student files.

Students who do not maintain satisfactory performance in gifted education classes will be placed on probation for a time period not to exceed two consecutive grading periods. For elementary and middle school students, satisfactory progress will be defined as having an overall average of 80 percent or above. During this time, students are offered the opportunity to improve their grades and are offered support as needed. Parents are offered the opportunity for a conference to discuss problem areas. A *Plan for Improvement* (Form G6) will be made with the student. Copies will go to the parent/guardian, the regular education team, and the gifted department.

If intervention strategies are not successful, the student may be removed from the program. Before re-admittance to the program, a parent/guardian must submit a formal written request. Upon review of the request, the committee will determine whether the student is eligible for re-entry. Written notification of results will be given to parents.

**INTERRUPTION OF SERVICES**

Students whose gifted services have been interrupted due to withdrawal from the program (i.e., transfer, parent request, withdrawal from school, etc.) will be considered for eligibility pending a review by a Special Case Eligibility Team. The team will consist of gifted teachers, an administrator from the home school, and at least one regular education teacher.

**OPERATION**

1. PERSONNEL – *Personnel* working as full time teachers of gifted hold professional certificates with add-on endorsement/certification in the area of gifted education OR is currently enrolled in an approved *Gifted In-Field Endorsement* program. Teachers of gifted students are provided the opportunities for professional development that includes coursework and/or attending appropriate professional conferences.

**Gifted Education Teacher Duties and Responsibilities**

It is the responsibility of the gifted endorsed teacher to:

* *Implement the school system’s Gifted Education Administrative Procedures, including a comprehensive Talent Search to facilitate the identification and placement of gifted students,*
* *Serve as a qualified member of a Review Team at the system level,*
* *Serve as a qualified evaluator on an Eligibility Team,*
* *Provide appropriate, differentiated instruction to gifted students, with emphasis on the development of skills indicated by grade level in the curriculum guide,*
* *Integrate technology as a tool of instruction,*
* *Locate skilled or knowledgeable individuals to serve as resource mentors for gifted students with special interests,*
* *Provide an outlet for the expression of gifted students’ talents and/or interests, the result of which should be “products” or “culminating activities”,*
* *Evaluate gifted student progress and communicate such to parents/guardians,*
* *Develop curricular materials based on the special interest and needs of gifted students,*
* *Serve as a resource person to classroom teachers, providing suggestions and/or materials as needed to appropriately modify instruction for gifted students,*
* *Develop Professional Learning courses to assist regular classroom teachers with advanced curriculum,*
* *Continue improving the quality of services provided with professional development,*
* *Conduct in-service meetings for faculty, parents, and others on the characteristics and special needs of gifted students, as well as the goals of the Meriwether County Gifted Education services,*
* *Communicate to the faculty, parents, community, and others with the projects and activities in which gifted students are involved and awards received when applicable.*

1. **INSTRUCTIONAL MATERIALS** – Quality textbooks, supplemental materials and equipment are available to meet the needs of gifted students and to ensure a differentiated curriculum.

1. **PUBLIC NOTICE** – General information regarding the gifted program and referral procedures is contained in student handbooks, accessible via the school system’s web site on the Internet.
2. **OTHER PROVISIONS** –

*Funding-*at the gifted weight is earned for all identified gifted students who receive gifted education services as authorized by O.C.G.A., 20-2-161 QBE Funding Formula.

*Class Size-* in compliance with the Rule 160-4-2-.38 (Code IEC), the size of classes is as follows: grades K-5 ≤ 17; grades 6-12 ≤ 21. Allowances may be made for the 2015-16 school year in accordance with variances allowed by the Georgia Department of Education.

**PRINCIPLES OF A DIFFERENTIATED CURRICULUM FOR THE GIFTED/TALENTED**

* Present content that is related to broad-based issues, themes, or problems.
* Integrate multiple disciplines into the area of study.
* Present comprehensive, related, and mutually reinforcing experiences within an area of study.
* Allow for the in-depth learning of a self-selected topic within the area of study.
* Develop independent or self-directed study skills.
* Develop productive, complex, abstract, and/or higher level thinking skills.
* Focus on open-ended tasks.
* Develop research skills and methods.
* Integrate basic skills and higher level thinking skills into the curriculum.
* Encourage the development of products that challenge existing ideas and produce new ideas.
* Encourage the development of products that use new techniques, materials, and forms.
* Encourage the development of self-understanding, i.e., recognizing and using ones abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
* · Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

Source: National/State Leadership Training Institute on the Gifted and Talented, *Developed by the Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickless)*

**Nomination Form**

The first step in the nomination procedure is the completion of this form by the classroom teacher.

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Referral: \_\_\_\_\_\_\_\_

FTE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Race: \_\_\_\_\_\_ Gender: \_\_\_\_\_\_\_\_ Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Type of Referral:**

Auto \_\_\_\_\_ 4 or 5 “Exceeds” on the last CRCT

**OR…**

Parent \_\_\_\_\_ Teacher\_\_\_\_\_ Psychologist\_\_\_\_\_ Reciprocity \_\_\_\_\_ Other\_\_\_\_\_

1. ***Attach copies or scores of standardized test results:***
   * *Benchmarks, CRCT, or others from the student’s cumulative folder.*

*(If student is a transfer, please double check the prior school’s records.)*

1. ***Please complete the following checklist.***
   * ***Score with a 1, 2, or 3. Please do not put a check mark.***

***1 = seldom observed 2 = sometimes observed 3 = often observed***

\_\_\_\_\_Constantly asks questions

\_\_\_\_\_Shows curiosity about many things

\_\_\_\_\_Offers unique ideas and solutions to problems

\_\_\_\_\_Demonstrates lively imagination

\_\_\_\_\_Displays a keen or subtle sense of humor

\_\_\_\_\_Does not mind being different

\_\_\_\_\_Tends to be absorbed by one particular subject

\_\_\_\_\_Is easily bored with routine tasks

\_\_\_\_\_Is self motivated

\_\_\_\_\_Strives for perfection

\_\_\_\_\_Prefers to work independently

\_\_\_\_\_Show leadership abilities (likes to organize activities)

\_\_\_\_\_Thinks at a deeper lever that the majority of students

***Teachers, please return this form, test data, and work samples to the Gifted Coordinator via county mail. A Nomination Committee meeting will be held to review the data and work samples. All teachers with knowledge supporting the nomination should attend with any other documentation of advanced academic achievement.***

**Nomination Form for Parents**

The first step in the nomination procedure is the completion of this form by the classroom teacher.

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Referral: \_\_\_\_\_\_\_\_

FTE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Race: \_\_\_\_\_\_ Gender: \_\_\_\_\_\_\_\_ Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Type of Referral:**

Auto CRCT Student exceeded in \_\_\_\_\_\_\_ subject areas of the prior year’s test.

**OR…**

Parent \_\_X\_\_ Teacher\_\_\_\_\_ Psychologist\_\_\_\_\_ Reciprocity \_\_\_\_\_ Other\_\_\_\_\_

1. ***Parents and teachers please complete the following checklist.***
   * ***Score with a 1, 2, or 3. Please do not put a check mark.***

***1 = seldom observed 2 = sometimes observed 3 = often observed***

***Parent’s Score Teacher’s Score***

\_\_\_\_\_ \_\_\_\_\_ Constantly asks questions

\_\_\_\_\_ \_\_\_\_\_ Shows curiosity about many things

\_\_\_\_\_ \_\_\_\_\_ Offers unique ideas and solutions to problems

\_\_\_\_\_ \_\_\_\_\_ Demonstrates lively imagination

\_\_\_\_\_ \_\_\_\_\_ Displays a keen or subtle sense of humor

\_\_\_\_\_ \_\_\_\_\_ Doesn’t mind being different

\_\_\_\_\_ \_\_\_\_\_ Tends to be absorbed by one particular subject

\_\_\_\_\_ \_\_\_\_\_ Is easily bored with routine tasks

\_\_\_\_\_ \_\_\_\_\_ Is self motivated

\_\_\_\_\_ \_\_\_\_\_ Strives for perfection

\_\_\_\_\_ \_\_\_\_\_ Prefers to work independently

\_\_\_\_\_ \_\_\_\_\_ Show leadership abilities (likes to organize activities)

\_\_\_\_\_ \_\_\_\_\_ Thinks at a deeper lever that the majority of students

1. ***Teachers attach copies of standardized test results that support an evaluation:***

* *MAP or STAR scores from the most recently testing.*
  + *Any standardized scores from the student’s cumulative folder that support an evaluation.*

1. ***Teachers, discuss the student’s work samples with the team of teachers that also teach this student or that teach the same grade level. They are the Nomination Team at the school level. Teachers, please return this form, test data, and work samples to gifted liaison at each school.***
2. ***The gifted department will determine if a full evaluation is appropriate. Some students may be nominated but not fully referred and evaluated. Academic records, existing norm-reference test scores and work samples will be used to make the decision.***

Notification of Consideration and Permission to Evaluate

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

Dear Parents or Guardians:

Your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, is being considered for the gifted program. This consideration is based upon the following:

\_\_\_\_\_ Existing test scores.

\_\_\_\_\_ County-wide screening.

\_\_\_\_\_ Referral by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

To determine your child’s eligibility, the Eligibility Committee needs your consent to proceed with the formal evaluation process as established by the Georgia Department of Education. Your child will be evaluated in the areas of mental ability, achievement, creativity, and motivation.

When the evaluation has been completed, you will be notified in writing of your child’s eligibility status and service recommendations and given an opportunity to discuss this status and these recommendations at that time.

This process is an opportunity for the school to determine your child’s special needs and serve him/her appropriately. If you have any questions, please call our office.

Sincerely,

Gifted Department

**Please indicate your response below, sign, date, and return to your child’s school.**

\_\_\_\_\_ Yes, I do agree for this evaluation process to proceed, including the administration of any necessary tests.

Phone number where you can be reached, only if needed, for scheduling. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ No, I do not agree for this evaluation process to proceed.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Signature of Parent/Guardian Date

Notification of Consideration and Permission to Evaluate

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

Dear Parents or Guardians:

At your request, your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, is being considered for the gifted program.

To determine your child’s eligibility, the Eligibility Committee needs your consent to proceed with the formal evaluation process as established by the Georgia Department of Education. Your child will be evaluated in the areas of mental ability, achievement, creativity, and motivation.

When the evaluation has been completed, you will be notified in writing of your child’s eligibility status and service recommendations and given an opportunity to discuss this status and these recommendations at that time. Test scores are valid for two years.

This process is an opportunity for the school to determine your child’s special needs and serve him/her appropriately. If you have any questions, please call our office.

Sincerely,

Gifted Department

**Please indicate your response below, sign, date, and return to the child’s school.**

\_\_\_\_\_ Yes, I do agree for this evaluation process to proceed, including the administration of any necessary tests.

\_\_\_\_\_ No, I do not agree for this evaluation process to proceed.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Signature of Parent/Guardian Date

**Notification of Eligibility**

\_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Dear Parents or Guardians:

Your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been determined to be eligible for placement in the gifted program. After receipt of your signed consent, services will begin on \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_ for approximately \_\_\_\_\_ segments per week.

The attached document that contains: (a) recommended service options, (b) the program description, and (c) criteria for continued placement in the gifted program.

Your child’s progress will be reviewed annually, and a decision will be made regarding continuation of gifted services. If your child needs to be withdrawn from the gifted program, we will notify you in writing prior to making the changes.

Should you desire a conference to discuss this matter, please contact the Gifted Department at 706 672-4297 ext.117.

Please indicate below your decision concerning your child’s placement in the gifted program by signing, dating, and returning this form to the counselor at your child’s school.

Sincerely,

Gifted Department

Attachments

\_\_\_\_\_ I give my permission for my child to be placed in the gifted program.

\_\_\_\_\_ I do not give permission for placement.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Signature of Parent/Guardian Date

\_\_\_\_\_ I have received and kept a copy of the program description and continuation policy.

**Notification of Eligibility ~ Reciprocity**

\_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Dear Parents or Guardians:

We have received your child’s gifted records from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is eligible for placement in the gifted program. After receipt of your signed consent, services will begin on \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_ for approximately five segments per week.

The attached document that contains: (a) recommended service options, (b) the program description, and (c) criteria for continued placement in the gifted program.

Your child’s progress will be reviewed annually, and a decision will be made regarding continuation of gifted services. If your child needs to be withdrawn from the gifted program, we will notify you in writing prior to making the changes.

Should you desire a conference to discuss this matter, please contact the Gifted Department at 706 672-4297 ext.117.

Please indicate below your decision concerning your child’s placement in the gifted program by signing, dating, and returning this form to the counselor at your child’s school.

Sincerely,

Gifted Department

Attachments

\_\_\_\_\_ I give my permission for my child to be placed in the gifted program.

\_\_\_\_\_ I do not give permission for placement.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Signature of Parent/Guardian Date

\_\_\_\_\_ I have received and kept a copy of the program description and continuation policy.

**Notification of Ineligibility**

\_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Dear Parents or Guardians:

Thank you for your patience and cooperation during this period of evaluation for the gifted program. It has been a pleasure to meet and work with your child.

Your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, is not eligible for gifted services at this time. The scores in the areas of ability, achievement, motivation, and creativity are listed on the attached eligibility report. Do not be alarmed if the scores seem low. Since this type of standardized testing is different from anything your child has experienced in the classroom, it is not unusual for the scores to be in contrast with their school performance.

Please encourage your child to continue the excellent academic achievement that contributed to the original referral to the gifted program for consideration. This current decision does not preclude consideration for gifted services at a later date. If you need further information about this decision by the Eligibility Committee, please contact your child’s school or the Gifted Department.

Sincerely,

Gifted Department

**Information for New Students Eligible for Gifted Services**

1. **Recommended Service Options**

Students in Meriwether County receive *Direct Services* in either a Resource Model Classroom for enrichment or through Accelerated Content Courses. Enrichment classes are available at all elementary schools. Middle school students are served with their gifted peers in Cluster Model classes or in an Accelerated Content class. *Indirect Services* are offered in middle schools when an endorsed teacher is not available. The regular teacher works closely with a gifted facilitator to plan appropriate differentiated lessons. Both high schools have various options for Honors and/or Advanced Placement classes.

1. **Program Description**

The focus of gifted services involves the following five areas recommended by the GDOE: communication, technology, problem solving, research, and knowledge of self as a learner. Incorporated into the curriculum are five basic content areas: language, mathematics, foreign language, social studies, science, and fine/performing arts. Leadership and decision-making skills will be stressed. Students will improve skills in speaking, listening, observing, and presenting. Using on-line services, they will conduct research, communicate through e-mail, collaborate with students around the world and publish their own web pages. Students will also combine the use of computers with video production. Rational decision-making will be developed through critical thinking skills to include inductive, deductive, analytical and creative reasoning. Information gathering skills will include outlining, interviewing, surveying, analyzing and evaluating data. Independent investigative skills will include planning, interpreting and presenting findings.

1. **Criteria for Continued Placement**

The progress of each student receiving gifted services shall be reviewed annually, or more frequently, based on individual circumstances. Recommendations for continuation or termination of services are based on students' performance in gifted education classrooms. Students who are performing satisfactorily will continue to receive services unless parents/guardians request withdrawal from the gifted program. Such requests should be submitted in writing, including the reason for the request. Withdrawal requests and reasons for the requests are documented in department and students' files.

Students who do not maintain satisfactory performance in gifted education classes will be placed on probation for a time period not to exceed two consecutive grading periods. For the Quest Program, satisfactory progress will be defined as having an overall average of 80 percent or above. During this time, students are offered the opportunity to improve their grades and are offered support as needed. Parents are offered the opportunity for a conference to discuss problem areas. A *Plan for Improvement* (Form G6) will be made with the student. Copies will go to the parent/guardian, the regular education team, and the gifted department.

If intervention strategies are not successful, the student may be removed from the program. Before re-admittance to the program, a parent/guardian must submit a formal written request. Upon review of the request, the committee will determine whether the student is eligible for re-entry. Written notification of results will be given to parents.

Students are expected to attend Quest program classes as scheduled. When students are absent, there is a gap in their studies. Absence also affects their peers when group assignments and roles are not completed. Learning to be a productive member of a team is an essential life skill. Quest teachers will use the same guidelines for make up work as those expected of the regular classroom teacher.

**MAKE-UP WORK GUIDELINES**

**Quest students are to be held responsible for mastery of all standard curriculum objectives.** However, due to the unique nature of the gifted program and all the workload that Quest students are expected to carry, they will, in most cases, be excused from the daily and related homework assignments. Even though missed assignments are important, requiring Quest students to make up all work is actually a penalty to the gifted student. The following guidelines are to be used when making decisions regarding work missed while attending Quest:

* State policy mandates that students not be penalized for attending resource classes, such as Quest class. The child will be responsible for the content but not necessarily for the written work**. *The regular classroom teacher and the student will work together to be sure that the child knows what is expected.***
* It is the responsibility of the teacher and the student to determine mastery of objectives/standards reflected in daily/homework assignments missed while attending Quest. Mastery may be determined by oral review, teacher observation(s), quizzes and/or a few selected problems.
* A folder for each Quest student could be provided so that the student upon his/her returns can review any work assigned. Teachers may wish to assign another student to place a copy of materials there.
* Tests, science labs, and other major or long-range assignments should not be made up before or after school. It is the responsibility of the student and the classroom teacher to make alternate arrangements to assure that the assignment is completed in a reasonable time period agreed upon by the teacher and the student. (For example, a major test administered while the gifted student is attending Quest would be made up the following class day in lieu of that day’s assignment.)

It is certainly important that Quest students succeed in their academic classes. By not requiring daily assignments in addition to Quest assignments for these students, the classroom teacher can take some of the pressure off and encourage their success. The critical thinking skills gifted students are learning and practicing in Quest can only enhance their performance in regular education classes.

**Annual Review**

Gifted Services Description

Name ***Name here***  Grade ***new grade***

School ***school here*** Services for ***next year***

Continue Services \_\_\_\_\_\_ Yes

\_\_\_\_\_\_ Probationary Status

\_\_\_\_\_\_ No, the student is being dismissed.

# Program Description

## Delivery Models

**Direct Services** **Indirect Services**

\_\_\_\_\_ Resource @ MVES \_\_\_\_\_ Collaborative Teaching

\_\_\_\_\_ Cluster Grouping (K-12) \_\_\_\_\_ Mentorship/Internship (9-12)

\_\_\_\_\_ Advanced Content Class (9-12) \_\_\_\_\_ Post-secondary Options (9-12)

**Contact Hours:** Service is a minimum of five segments per week.

## Curriculum Focus

All levels of the gifted program include instruction in skills areas 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 these skill areas into units and/or courses which

deal with one or more of the following content areas: Language Arts, Mathematics, Foreign Language, Social Studies, Science, and Technology. Curriculum is differentiated

to accommodate areas of strength.

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

Middle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Resource for school year

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advanced Curriculum for the school year

High: Check one: Fall Semester \_\_\_\_\_ Spring Semester \_\_\_\_\_