

# Gifted Education Program Handbook 2017-18



## **Calhoun City Schools Gifted Education Services**

### **Table of Contents**

Mission and Goals.....	3
State Policy and Procedures.....	4
State Programming Standards.....	10
Administrative Procedures.....	14
Eligibility Process .....	16
Referral and Eligibility Process Flow Chart .....	19
Program Overview.....	20
Acceleration Policy.....	22
Continuation Policy.....	23
Make-Up Work Policy.....	24
Forms.....	25

**Calhoun City Schools  
Gifted Education Services  
Mission and Goals**

The mission of Calhoun City Schools is to inspire all students to become life-long learners in the pursuit of excellence. The Calhoun City Schools' Gifted Program recognizes that our students have unique needs and that it is our responsibility to help them maximize their potential.

The mission of the Gifted Program is to maximize the potential of gifted students by providing programs and services that accommodate these differences, including curriculum responsive to individual learning rates, styles, and complexity.

### **Program Goals**

Calhoun City Schools strives to:

- Meet the learning needs of gifted students through use of a curriculum that provides opportunities for research and the development of critical and creative thinking skills
- Identify and nurture strengths and potential in our students through the use of a continuum of services
- Enhance the skills of teachers who work with gifted children in order to provide for their needs more fully

### **Student Goals**

Students who participate in the Calhoun City School Gifted Program will experience opportunity for growth in:

- Creative Problem Solving
- Logical Problem Solving
- Research Skills
- Communication Skills
- Critical Thinking
- Self-Directed Learning
- Collaboration with Others

## **Calhoun City Schools Gifted Education Services State Policies and Regulations**

Calhoun City Schools follows the *Georgia Department of Education's Resource Manual for Gifted Education Services*:

There are three (3) documents that provide the authority and the specific requirements for gifted education in the state of Georgia. They are found in state law, State Board of Education (SBOE) Rule, and SBOE-approved Regulations. Key elements related to identification and service requirements for gifted students are in bold type below.

State Law: OCGA 120-2-152 SPECIAL EDUCATION SERVICES – TITLE 20. EDUCATION CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION ARTICLE 6. QUALITY BASIC EDUCATION PART 3.  
EDUCATIONAL PROGRAMS <http://www.lexisnexis.com/hottopics/gacode/Default.asp>

Relevant excerpts include:

(a) All children and youth who are eligible for general and career education program under Code Section 20-2-151 and who have special educational needs shall also be eligible for special education services ..... Special education shall include children who are classified as intellectually gifted ..... The State Board of Education shall adopt classification criteria for each area of special education to be served on a state-wide basis. The state board shall adopt the criteria used to determine eligibility of students for state funded special education programs .....

(a.1) The criteria adopted by the state board to determine the eligibility of students for state funded special education programs for the intellectually gifted, Category VI pursuant to paragraph (6) of subsection (d) of this Code section, shall authorize local boards of education to use:

- (1) The criteria used on July 1, 1993, as amended by state board or state department regulation from time to time; and
- (2) Multiple eligibility criteria which include:
  - (A) Evidence of student work product or performance;
  - (B) Data from teacher, parent, or peer observation; and
  - (C) Evidence of student performance on nationally normed standardized tests of mental ability, achievement, and creativity.

A student's eligibility may be determined under either paragraph (1) or (2) of this subsection. The multiple eligibility criteria shall be implemented no later than May 30, 2012. A student who has been determined before May 29, 2012, to be eligible for state funded special education programs for the intellectually gifted shall not be required to satisfy any additional eligibility criteria or information documentation as a result of this subsection.

(b) Local school systems shall, subject to any limitations specified in this Code section, provide special education programs for all eligible students with special needs who are residents of their local school systems, either by establishing and maintaining such educational facilities and employing such professional workers as are needed by these students or by contracting with other local schools systems, regional education service agencies, or other qualified public or private institutions for such services.

Click below to view the official SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS document

<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2.38.pdf>

## SECTION II 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS

Code: IDDD 160-4-2-.38

### EDUCATION PROGRAM FOR GIFTED STUDENTS

#### REQUIREMENTS:

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

1. Referral procedures and eligibility requirements adopted and applied by the LEA.
2. Notification of initial consideration for gifted education services.
3. Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.
4. The type(s) of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.
5. Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.
6. A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description shall include the length of the probationary period and the criteria.
7. Termination of services when students on probation have failed to meet criteria for continuation of services.

(b) Referrals. The consideration for gifted education services may be reported or automatic as defined in the GaDOE Resource Manual for Gifted Education Services.

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

2. Automatic Referral. Students who score at specified levels on a norm-referenced test as defined in the GaDOE Resource Manual for Gifted Education Services, for further assessment to determine eligibility for gifted program services.

(i) The LBOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.

(ii) The LBOE shall ensure that tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students and shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.

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

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

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 components 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 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 LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the LBOE continuation policy and stated in the continuation policy.

1. The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the LBOE.

2. The LBOE continuation policy shall provide for a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period and criteria for resuming gifted education services for such students.

(f) Reciprocity. Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state. As described in the section on Reciprocity in the GaDOE Resource Manual for Gifted Education Services, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services established by the LBOE of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.

(g) Curriculum and Services to Be Provided.

1. The LBOE shall develop curricula for gifted students that incorporate SBOE approved curriculum. LBOE curricula for gifted students shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education. LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.

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

(h) Data Collection.

1. The LBOE 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 archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.
2. The LEA shall evaluate its gifted program at least every three years using criteria established by GaDOE.

(i) Public Review. The LBOE shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula.

Authority O.C.G.A. § 20-2-151; 20-2-152; 20-2-161.

1.1. Adopted: May 10, 2012 Effective: May 30, 2012

**Calhoun City Schools  
Gifted Education Services  
Programming Standards**

## **Meeting the Needs of Gifted & High-Ability Learners**

Because Georgia school systems are dedicated to promoting the cognitive and affective growth of gifted and high-ability learners, the Georgia Association for Gifted Children and the Georgia Department of Education have collaborated to provide you with updated standards for your gifted education program. These recommendations are based on Revised National Association for Gifted Children Pre-K-12

## **Gifted Programming Standards**

### **Assessment**

**Standard A1:** The local education agency (LEA) uses the research-based student identification process as established by Georgia Board of Education policy in order to ensure equitable access to appropriate services for all gifted learners.

#### **Indicators**

> **A1.1:** The system employs multiple-criteria (mental ability, achievement, creativity, and motivation) for student identification using measures as required by GBOE Rule 160-4-2-.38.

> **A1.2:** The system ensures consistency and availability across the district in implementation of screening, referral, and identification processes for all students regardless of race, ethnicity, language, or economic status.

> **A1.3:** The identification process of gifted learners is disseminated to school personnel, parents/families, students, and the community at large in a clear, comprehensive, and equitable manner.

**Standard A2:** All teachers assess student progress in order to develop and modify instructional practices.

#### **Indicators**

> **A2.1:** All teachers routinely and systematically use qualitative and quantitative assessment data to identify students' strengths to plan appropriate instruction and intervention.

> **A2.2:** The system uses nationally-normed (CogAT, ITBS, etc.) as well as alternative assessments for measuring gifted learners' progress, including above grade level assessments as needed.

## **Curriculum Planning & Instruction**

**Standard CP&I1:** The LEA employs rigorous and relevant curricula K-12 to accommodate the range of academic and intellectual needs of gifted learners.

### **Indicators**

- > **CP&I1.1:** State-adopted standards are articulated and applied in differentiated curricula that match the identified academic needs, abilities, readiness, interests, and learning profiles of K-12 gifted learners in the regular classroom and in gifted education delivery systems.
- > **CP&I1.2:** The curriculum enriches, extends, and accelerates learning in gifted learners' areas of strength.
- > **CP&I1.3:** The regular classroom curriculum and instruction are adapted, modified, or replaced to meet the needs of gifted learners.
- > **CP&I1.4:** Teachers use state and national standards to align, expand, and implement advanced curriculum to ensure that students achieve mastery in areas of student strength.

**Standard CP&I2:** The LEA employs diverse and effective instructional practices to address the learning needs of gifted learners.

### **Indicators**

- > **CP&I2.1:** Teachers intentionally incorporate differentiation of content, process, product, and/or learning environment into daily practices in order to appropriately challenge and maximize engagement of gifted learners.
- > **CP&I2.2:** Teachers consistently use a variety of ongoing student assessment data based on readiness, interests, and learning profiles to develop flexible groups and tasks in order to maximize achievement and engagement.
- > **CP&I2.3:** The instructional pace is flexible in order to provide opportunities to enrich and accelerate in areas of student strengths.
- > **CP&I2.4:** Teachers use a variety of research-based instructional strategies. Page 1

## **Learning Environments**

**Standard LE1:** The LEA requires learning experiences which foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for citizenship in the global environment of the 21st century.

### **Indicators**

- > **LE1.1:** The curriculum includes interdisciplinary, real-world learning experiences which incorporate advanced research and communication skills.
- > **LE1.2:** Resources designed to specifically address the needs of gifted learners, including critical and creative thinking, problem-solving activities, and social and self-awareness, are incorporated into the curriculum.
- > **LE1.3:** The LEA provides opportunities for students to learn with and from intellectual peers and experts.

### **Programming**

**Standard P1:** The LEA provides a full continuum of options to meet the demonstrated needs of K-12 gifted learners in academic areas, the arts, and career technical education; services are comprehensive, structured, sequenced, and appropriately challenging.

### **Indicators**

- > **P1.1:** The LEA provides additional funding for comprehensive services to meet the needs of gifted learners.
- > **P1.2:** The LEA communicates to stakeholders information that details the range of available service options.
- > **P1.3:** The LEA delegates responsibility for gifted education programming to district-level staff who have formal training in gifted education.
- > **P1.4:** The LEA provides a process for accelerating instruction and appropriate placement options when diagnostic information indicates that acceleration is obligatory.
- > **P1.5:** The LEA consistently uses appropriate criteria for clustering gifted and advanced learners according to their identified strengths within specified disciplines in grades K-12.
- > **P1.6:** The LEA establishes and implements a process for evaluating the effectiveness of services based upon district goals for gifted programming.

### **Professional Development**

**Standard PD1:** Gifted education specialists participate in comprehensive professional learning that is relevant to needs of gifted learners.

### **Indicators**

- > **PD1.1:** Professional learning is aligned with the national standards for gifted education.
  - > **PD1.2:** Teachers and Coordinators who provide gifted and/or advanced level services have completed professional learning that culminated in endorsement in gifted education.
  - > **PD1.3:** Gifted education teachers receive time to plan, implement, and refine professional learning experiences.
- Standard PD2:** All school personnel involved in the education of gifted learners participate in professional learning that focuses on the needs and characteristics of gifted learners.

### **Indicators**

- > **PD2.1:** Administrators, counselors, teachers, and paraprofessionals receive ongoing professional learning annually in regards to the nature and needs of gifted learners and appropriate instructional strategies and curricula.
- > **PD2.2:** The LEA actively supports participation in professional learning for gifted education.

### ***For More Information***

**Visit:** - <http://www.gagc.org> **Resources:**

- [http://www.gadoe.org/ci\\_iap\\_gifted.aspx](http://www.gadoe.org/ci_iap_gifted.aspx) - Revised National Association for Gifted Children

**Email:** - [gifted@doe.k12.ga.us](mailto:gifted@doe.k12.ga.us) Pre-K-12 Gifted Programming Standards ([www.nagc.org](http://www.nagc.org))

- [executiveassistant@gagc.org](mailto:executiveassistant@gagc.org) - Georgia Department of Education Resource Manual

**Call:** - GAGC at 404-875-2284 for Gifted Education Services

The Georgia Association for Gifted Children  
An affiliate of the National Association for Gifted Children

Gifted Education  
1766 Twin Towers East  
205 Jesse Hill Jr. Drive SE

**Calhoun City Schools  
Gifted Education Services  
Administrative Procedures**

Referral to the gifted program in Calhoun City Schools is based on the referral process recommended by the State of Georgia. Students are to be referred to the program, and then screened by a review team. The review team determines whether or not more information is needed for further evaluation. If more information is needed, then the data collection process begins. From this information, an eligibility team determines whether or not the student is placed in the gifted program. Calhoun City does practice reciprocity within the state of Georgia and reviews out of state gifted student records for Georgia approved tests or tests that may identify the need for further evaluation.

The first step in the gifted identification process is the talent search. In the talent search, students may be referred by structured observations, individual referrals, or automatic referrals. An automatic referral would occur based on the student's standardized test scores. Another method of referral is by structured observations; a teacher, counselor, or administrator may refer a student based on classroom observations. Parents, peers, and self-referrals are also accepted by Calhoun City Schools. Once a child is referred, the system level review team meets to review data collected thus far. The review team may look at tests scores, prior observations, information obtained from parents, teachers, and/or peers. If the review team determines that no additional services are needed, then the process ends. In the case of parent referral, the parent must be notified of the review team's decision. If the review team determines more information is needed, then the process continues.

Once the review team determines more information is needed, the parent is notified and must provide written consent for further evaluation. Data must be collected in four areas: mental ability, achievement, creativity, and motivation.

A student must meet the requirements by one of two methods in order to be classified gifted; psychometric or multiple criteria. In order for a student to qualify by the psychometric approach, he/she must only meet requirements for mental ability and achievement. In order for a student to meet the requirements of mental ability, he/she must have a composite score in the 99<sup>th</sup> percentile for grades K-2 or a composite score greater than or equal to the 96<sup>th</sup> percentile for 3<sup>rd</sup>-12<sup>th</sup> grades. The requirement for achievement is the same for all students K-12. The student must score at or above the 90<sup>th</sup> percentile on total reading, total math, or the composite score. Data is collected for creativity and motivation.

The multiple criteria approach requires a student to meet the requirements in three of the following areas: mental ability, achievement, creativity, or motivation. The mental ability and achievement requirements are the same as stated for the psychometric approach. In order to satisfy the creativity requirement, a student must obtain a composite score at or above the 90<sup>th</sup> percentile on a standardized creativity test, such as the Torrance Test of Creative Thinking, or a creativity rating scale approved by the State of Georgia. Motivation scores are obtained using a GPA for students 6<sup>th</sup> grade and above. A student must have a GPA of at least 3.5 on a 4.0 scale. If a motivation rating scale is used, the student must score at or above the 90<sup>th</sup> percentile.

Students who score greater than 90% in the area of mental ability will be administered a second measure. This testing includes the OLSAT, CogAT, or NNAT. This testing will be administered by the school gifted lead teacher or system level gifted coordinator.

After all data is collected for all four areas, the eligibility team meets to review the information. If the student meets the requirement for mental ability and achievement, then he/she will be placed into the gifted program by the psychometric rule. Students who meet the requirements in three of the four areas qualify using the multiple criteria rule. Rating scales can only be used as a qualifying score in one area. If the student meets the requirements, then the parent is notified and consent to participate in the gifted program is obtained. If the student does not meet the requirements, the parents are notified and appropriate modifications are suggested.

Once consent for services is obtained, the appropriate method for delivery of services is decided upon by the eligibility team. Services are rendered using the following models: resource, cluster, and advanced placement. The system level gifted curriculum has been developed and aligned to the Georgia Performance Standards as well as the Programming Standard for Meeting the Needs of Gifted and High-Ability Learners. This curriculum is reviewed and updated annually. A minimum of five segments per week or the equivalent is scheduled for the student. Parents are notified of the delivery model through a program description which is signed and placed in the student file. The program description is updated annually. An annual review of services is completed each spring and a copy is sent to the parent. All parent communication is sent home in the parents' native language.

Professional learning is conducted each year to all staff members to review the characteristics of gifted children and how to better identify potential gifted students. School level lead teachers update any new staff members concerning identification and testing procedures. All teachers are provided with differentiation training with methods specific to the gifted learner. In addition, gifted certified teachers are offered further training in cluster model instruction and how to enhance learning opportunities for

gifted children. This team also serves as a vertical discussion group to share ideas, strategies, and update the curriculum guide.

Gifted/Honors students are reviewed each year for the purpose of identifying strengths and weaknesses in regard to our program. Data is collected and discussed among teacher teams to determine any potential concerns as well as to identify students for further testing and/or placement in advanced content classes. Data collected includes, but is not limited to, Milestones EOG/EOC, GPA, MAP and STAR Assessments in Reading and Math, teacher comments, and motivational ratings.

Discovery Parent Night is held each year in the fall. This is an informational meeting for all parents of identified gifted children (as well as all AP students). All parents are given basic information concerning characteristics of gifted children and how to support/encourage their development in the home. Each school then meets separately to discuss the specifics of their program and upcoming plans for the year. Parents are invited and encouraged to visit gifted classrooms and participate in learning opportunities.

## **Calhoun City Schools Gifted Education Services Eligibility Process**

There are basic steps for determining the gifted eligibility of a student:

1. Referral - Nomination that initiates referral process
2. Review of Nomination – Team decides if nomination data warrants further testing
3. Formal Evaluation – Testing is conducted by Gifted Education Teacher
4. Identification of Students Eligible for Gifted Services – State criteria used for placement

### **Referral:**

A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities. The purpose of the referral process is to collect existing information about the student being nominated. The appropriate nomination form should be completed by the person nominating a student for evaluation. Forms are submitted to the Gifted Education Teacher.

The Automatic Referral process is an opportunity for students to be identified as potential candidates for further testing who may not be otherwise nominated. Calhoun City Schools conducts an annual Child Find by examining the fall universal screening data as well as standardized testing conducted the previous school year. Homeroom teachers will complete the nomination form for these students.

### **Review of Nomination:**

All nomination forms submitted to the Gifted Education Teacher will be reviewed by the Gifted Education Teacher and two other gifted endorsed educators from the system to decided if formal evaluation is needed. The committee may also invite other participants who can provide insight into a student's performance level.

Students eligible for formal evaluation will be given the Consent for Screening letter, and a parent/guardian must give written permission for further testing.

### **Formal Evaluation:**

The formal evaluation process will be conducted by the gifted program teacher. This teacher will administer the appropriate mental ability and achievement tests. Professional judgment should be used regarding additional testing of students. If a child scores >90th percentile on a standardized mental ability test, he/she will be given a second test from the above list.

If a child scores >80<sup>th</sup> percentile on a standardized achievement test, he/she will be given a second test from the above list.

Mental Ability	Achievement	Motivation	Creativity
OLSAT - Otis Lennon School Ability Test CogAT - Cognitive Abilities Test NNAT – Naglieri's Nonverbal Abilities Test	nwea MAP ITBS-Iowa Test of Basic Skills (TOTAL READING, TOTAL MATH, COMPLETE BATTERY)	GRS – Gifted Rating Scale	TTCT - Torrance Test of Creative Thinking GRS – Gifted Rating Scale

## **Identification of Students Eligible for Gifted Services:**

Information shall be gathered in each of the four categories. At least one of the criteria must be met by a score on a GaDOE approved nationally normed 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. If a rating scale is used for motivation, one should not also be used for creativity. Any test score used to establish eligibility shall be *current within two years*. Unless additional data indicates, a student will not be tested each year. Private testing will not be considered for eligibility. Identification of gifted students shall be nondiscriminatory with respect to race, religion, national origin, sex, disabilities, or economic background

Mental Ability	Achievement	Creativity	Motivation
*K-12 96% or higher composite on a nationally age normed ability tests OR 96% on a component score on a nationally normed mental ability test	*K-12 90% or higher Total Reading, Total Math, or Complete Battery on a nationally normed achievement test.  *K-12 Superior product/performance with a score of 90 or higher on a scale of 1-100, as evaluated by a panel of 3 or more qualified evaluators	*K-12 90% or higher composite score on a nationally normed creativity test.  *K-12 Rating scales used to qualify students creativity must equate to the 90 <sup>th</sup> percentile.  *K-12 Superior product/performance with a score of 90 or higher on a scale of 1-100, as evaluated by a panel of 3 or more qualified evaluators.	*6-12 Two year average of a 3.5 GPA on a 4.0 scale in regular core subjects (math, ELA, Social Studies, Science, and a full year of World Language).  *K-12 Rating scales used to qualify student motivation must equate to the 90 <sup>th</sup> percentile.  *K-12 Superior product/performance with a score of 90 or higher on a scale of 1-100, as evaluated by a panel of 3 or more qualified evaluators.

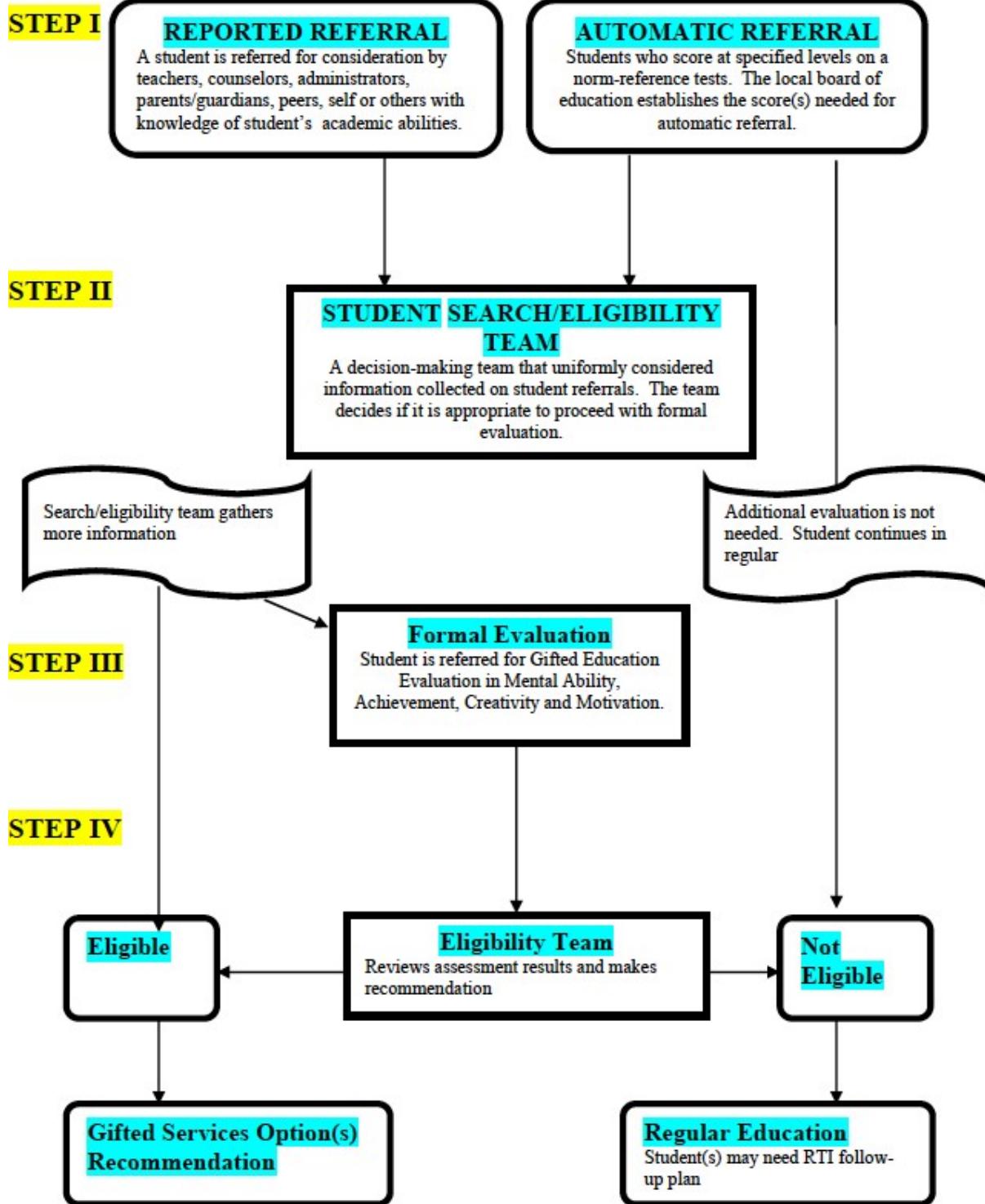
### Initial Eligibility

Multiple Criteria - Students qualify through a multiple-criteria assessment process by meeting criteria in any three of the four areas listed above.

OR

Psychometric Approach - Placement occurs when a student scores at the 99th percentile (grades K-2) or the 96th percentile (grades 3-12) on the composite or full scale score of a standardized mental ability test and meet one of the achievement criteria described above. Data must be collected in the creative and motivation categories but with no minimum scores.

## Gifted Education Referral and Eligibility Process Chart



**Calhoun City Schools  
Gifted Education Services  
Gifted/Honors Program Overview**

Calhoun City School is proud of our curriculum which supports those students who are extremely driven and work toward the highest educational level possible. This plan begins with the Discovery Program which serves those students identified as gifted under state testing and identification guidelines. Discovery is offered to students in kindergarten through fifth grade. Once a student enters middle school, they may be enrolled in honors classes without being technically identified as gifted. These placements are based upon teacher referral, educational performance, and work ethic. This criteria is also continued throughout high school where students can further challenge themselves through honors and/or the Advanced Placement Programs. Gifted and honors services are designed to meet the specific needs of gifted students by emphasizing the following competencies:

- Critical and creative thinking
- Higher order reasoning
- Extensive and advanced research skills
- Advanced and accelerated academics

Gifted instruction at CCS is designed to incorporate the above competencies with the Common Core/Georgia Performance Standards. Curriculum design, instructional strategies, and service models are reviewed annually and updated as needed for the benefit of our students. Parents are also provided the opportunity to provide program feedback via school/system level satisfaction surveys.

In grades k-5, students are served through both the resource model as well as cluster model. The resource model allows students to meet with gifted peers to explore higher level/critical thinking in a variety of content settings with a gifted certified teacher. This class includes only those students who have been identified as gifted by state guidelines. The cluster model operates within the general classroom setting. In this setting, a small group of gifted students are placed within an otherwise heterogeneously mixed classroom with a gifted certified teacher. The teacher has received specific training in how to meet the needs of the gifted child through differentiation within the classroom to ensure that the students are provided with a rigorous and challenging educational experience that meets their individual needs.

At Calhoun Middle School, students may participate in honors classes which offer advance content that moves at an accelerated pace. All gifted/honors classes are taught by a certified gifted teacher. By utilizing this approach all students placed in these classes will continue to be prepared for the rigor and academic demands that come in

high school and college. Calhoun Middle School recognizes the educational benefits of offering a model of instruction that provides opportunities to a greater number of students than could be met with a resource setting as we work to prepare our students for their high school career.

Calhoun High School offers honors and Advanced Placement programs as well as the Discovery Internship Program. Honors level classes provide students with a rigorous curriculum that challenges them to a level higher than a general education class could provide. These classes are instructed by gifted certified teachers. Advanced Placement courses are offered in many subject areas. These courses are taught by teachers trained in Advanced Placement instruction. Students are exposed to a highly rigorous curriculum and are given the opportunity to earn college credit by a high performance level on the AP test at the conclusion of the course. Students also receive specific guidance in resume building, interview skills, leadership activities and tasks completion. This program is designed to offer a group of gifted identified students with an opportunity to explore their career choice in depth throughout the course of their senior year.

**Calhoun City Schools  
Gifted Education Services  
Acceleration Policy**

**Rationale:**

It is understood that gifted students may require additional services or educational plans to help them fully develop their potential. Such a separation from the standard course of K-12 curriculum can be addressed through acceleration of content or grade level assignment.

Acceleration practices can provide the appropriate level of challenge and reduce the time necessary for students to complete traditional schooling (NAGC, Position Paper, 1992). Such services may be deemed necessary for those students who learn material at a significantly faster rate or at a younger age than their peers. Calhoun City Schools will take the whole child into consideration when determinations are made. Social emotional, intellectual, developmental and interpersonal skills are all factors to be considered during the approved process of academic acceleration.

**Procedures:**

1. A request for consideration of acceleration must be submitted by a teacher, counselor, school administrator, parent or any other adult that has a working knowledge of the student's academic and social abilities. (Complete Acceleration Referral Form)
2. The school level team (administrator, gifted lead teacher, current classroom teacher/teachers) will review all current data to determine if further action is required. (Parent Consent will be obtained)
3. If the decision is made to proceed, the system level gifted coordinator will coordinate the completion of any additional assessments.
4. The system level team (school level team, counselor, teacher of placement, and the system level gifted coordinator) will meet with the parents to review all options and decide upon the appropriate method of service.(Complete Acceleration Team Placement Report)
  - a. If grade level acceleration is recommended, a nine week trial period will be in order and a review will be conducted of student progress and social adjustment. Ongoing progress will be closely monitored.
  - b. If content acceleration is recommended, a plan will be established to set goals, instructional strategies and duration of acceleration placement.
5. The school level gifted lead teacher will monitor placement and performance.

## **Calhoun City Schools Gifted Education Services Continuation Policy**

The Calhoun City Schools shall conduct a program for gifted children in accordance with the Georgia State Board of Education rules and regulations. Calhoun City Schools will follow the guidelines set forth in the State's Gifted Education Resource Guide published on the Georgia Department of Education website [www.gadoe.org](http://www.gadoe.org).

### Continuation

Continued placement in the program for the Gifted, shall include satisfactory performance in both regular education and gifted classes. A probationary period is provided. The following continuation provisions must be met:

1. In grades **K-5**, satisfactory performance in regular education shall be based on the student's maintaining at least an 80 or its equivalent in subjects according to the regular standards of the system for one **9-week** grading period and standards-based class reports.

In grades **6-12**, satisfactory performance in regular education shall be based on the students maintaining at least an 80 (before weighting any grade) in gifted subjects according to the regular standards of the system and on maintaining an average of 86 in gifted subjects for one semester.

2. Satisfactory performance in the gifted class will be based on the recommendation of the teacher of the gifted, with such recommendation to be based on required products, active participation, regular attendance, fulfilling of any contracts, and on any grades assigned in the gifted class.

3. Students must also maintain acceptable behavior and attendance. Acceptable behavior standards are determined based on individual students and circumstances. Behavior will be evaluated by general education and gifted teachers. If it is determined that a student is in violation of the behavior standards he/she will be placed on probation for nine weeks or at the end of the current semester. During this time, the student will continue to participate in the Gifted Program but will need to demonstrate sincere efforts to improve behavior. At the end of the probationary period, the student will either be removed from probation or dismissed from the Gifted Program.

4. Acceptable attendance is defined as no more than seven unexcused absences **per class**. Special situations will be evaluated, as in the case of severe illness or injury. Students who do not meet the attendance standards will be placed on probation but will continue to participate in the Gifted Program. Students will need to demonstrate a sincere effort to improve attendance during the probationary period. At the end of this period, or at the end of the current semester, the student will either be removed from probation or dismissed from the Gifted Program.

5. Any student in Grades **K-5** who fails to meet the continuation criteria will be placed on probation for one **9-week** grading period. He/She will remain in gifted classes. At the end of the probationary grading period, if the student has not resumed satisfactory performance, he/she will be withdrawn from the program.(Class/Content Area)

Any students in grades **6-12** who fails to meet the continuation criteria will be placed on probation for **one semester** without interruption of services. At the end of the probationary grading period, if the student has not resumed satisfactory performance, he/she will be withdrawn from the program.(Class/Content Area)

6. Withdrawal means that the student does not receive any services from the gifted program.

7. Re-entry is provided when the student meets continuation policy criteria for one nine week probationary period, or at the end of the current semester, following withdrawal and upon the recommendation of the school-level gifted committee, the teacher of the gifted, and the principal.

8. If a student remains withdrawn for more than one calendar year, he/she must qualify for re-entry based on eligibility criteria that is used upon re-entry.

**Calhoun City Schools  
Gifted Education Services  
Complex  
Make-Up Work Policy**

Students served in the gifted program are to be held responsible for mastery of all standard curriculum objectives. However, due to the unique nature of gifted services and the workload that these students are expected to carry, they will, in most cases, be excused from daily and related homework assignments given while participating in gifted resource classes. While all classroom assignments are important, requiring Discovery students to make up all work is actually a penalty to the gifted student. Time spent in the gifted program is governed by State regulations; therefore, gifted services should not be seen as a reward, but rather as a service provided to students who have demonstrated a need. The following guidelines are to be used when making decisions regarding work missed while attending gifted resource classes:

- Students attending gifted resource classes will be excused from daily/homework assignments during the class periods missed. Students will be excused from these assignments without penalty to their grades, loss of other scheduled activities, or loss of classroom privileges.
- Mastery of standard curriculum objectives may be determined by oral review, teacher observations, pretest, quizzes, modified assignments, and/or selected problems. It is the responsibility of the regular classroom teacher and student to determine mastery of objectives reflected in daily/homework assignments missed while participating in the gifted program.
- If mastery of standard curriculum objectives become a problem for any student in the gifted program, the regular classroom teacher and the lead gifted teacher should work together to find a suitable solution to the problem.

## Notification of Consideration for Placement

April 2015

Dear Parents,

Your child, \_\_\_\_\_, is being considered for placement in the program for gifted students. This consideration is based on the following:

- A referral by: \_\_\_\_\_
- Review of standardized test data

To determine if your child is eligible for gifted services, the School Eligibility Team needs your consent to proceed with the formal evaluation process as established by the Georgia Department of Education.

*Tests will be administered in separate sessions over a period of about a week in the following areas. Within sixty (60) days after your child's evaluation is completed you will be sent a Notification of Evaluation Results.*

- 1.) Mental Ability
- 2.) Achievement
- 3.) Creativity
- 4.) Motivation

**Any test score used to determine eligibility shall be considered current within two calendar years. –GA Department of Education**

If you would like a conference to discuss eligibility and placement criteria please contact:

Teacher of the Gifted  
[robbinsk@calhounschools.org](mailto:robbinsk@calhounschools.org)

Date  
706-629-7130

*Please sign this form and return it to your child's homeroom teacher by Friday, May 1<sup>st</sup>.*

**Yes, I give permission for further individual testing. I understand test scores are valid for two calendar years.\***

Signature of Parent

Date

**No, I do not give permission for further individual testing.**

Signature of Parent

Date

Your child will be tested

May 11<sup>th</sup> – 22<sup>nd</sup>.

May 2015

test scores are valid until



## Parent Information for Gifted Consideration

Student Name \_\_\_\_\_ D.O.B. \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_

Please list area(s) in which your child demonstrates exceptional talent and/or ability (i.e. specific academic area, the arts, creativity, problem solving) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please mark the appropriate responses: Your child . . .	not at all	occasionally	often	always
questions the how and why of things.				
quickly masters and retains facts.				
has a long attention span.				
sets and achieves personal goals.				
perseveres with difficult tasks.				
is sensitive and intuitive with others.				
reads advanced selections.				
possesses an advanced vocabulary.				
asks insightful, probing questions.				
works independently.				
often serves as a leader.				
analyzes and is logical.				
accepts constructive criticism.				
reasons out complicated problems.				
has original and inventive ideas.				
likes to write fictional stories.				
daydreams.				
is self motivated.				
understands hidden meanings.				
achieves outstanding results on projects.				

Please give an example of the way(s) in which you have observed your child demonstrate his/her exceptional talents and/or abilities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are your child's goals? \_\_\_\_\_

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What does your child do during his/her leisure time? \_\_\_\_\_

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What is your child's attitude toward learning? \_\_\_\_\_

What is your child's favorite subject or topic? \_\_\_\_\_

What special training or lessons has your child had outside of school? \_\_\_\_\_

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Please give examples of a goal that your child has set and achieved for him/herself. \_\_\_\_\_

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In what area/s does your child need to improve? \_\_\_\_\_

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Parent/Guardian Name(s) \_\_\_\_\_ Phone: (H): \_\_\_\_\_

(W): \_\_\_\_\_

\_\_\_\_\_ Phone: (H): \_\_\_\_\_

(W): \_\_\_\_\_

Address: \_\_\_\_\_



## **Notification of Eligibility / Placement**

May 2015

Dear Parents,

Your child, \_\_\_\_\_, has been determined to be eligible for placement in the gifted program. After receipt of your signed consent, gifted services will begin for the 2015-2016 school year.

This page may be signed and returned to CES as soon as possible. Other important paperwork will be sent home with your student at the beginning of his/her gifted class.

Thank you,

Angie Gravitt  
Teacher of the Gifted

Should you desire a conference to discuss your child's placement in the gifted program please contact me at 706-629-7130 or [gravitta@calhounschools.org](mailto:gravitta@calhounschools.org).

*Please check one of the following, sign, and return to your child's school for next year.*

\_\_\_\_\_ I do agree for placement in the program for the gifted.

\_\_\_\_\_ I do not agree for placement in the program for the gifted.

\_\_\_\_\_ I would like a conference to discuss my child's placement in the program for the gifted.

Signature of parent/guardian \_\_\_\_\_ Date \_\_\_\_\_



## Notification of Test Results

May 2015

Dear Parents,

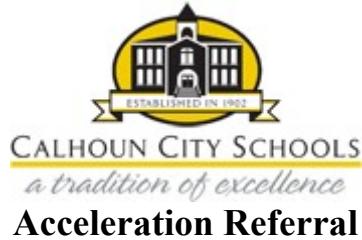
It was a pleasure to test your child for the gifted program. It is an honor to be considered for placement; only the best and brightest students are eligible for testing. While your child did not qualify at this time, please continue to encourage and support your child's education.

Attached you will find an eligibility report with your child's results. Remember that any test score used to establish eligibility shall be considered **current within two-calendar years**.

Should you desire a conference to discuss these results, please contact me at Calhoun Elementary School at 706-629-7130 or by e-mail at [gravitta@calhounschools.org](mailto:gravitta@calhounschools.org).

Thank you,

Angie Gravitt  
Teacher of the Gifted



## Acceleration Referral

Student Name \_\_\_\_\_ DOB \_\_\_\_\_

Homeroom Teacher/Advisor \_\_\_\_\_ Grade Level \_\_\_\_\_

Parent Name/Contact Number \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_ Date Referred \_\_\_\_\_

Referred Made By \_\_\_\_\_

### Acceleration Delivery Model Suggested

Grade Level Acceleration     Content Level Acceleration     Other

If Content Area Acceleration, list subject areas \_\_\_\_\_

Is the student currently receiving gifted services?    YES    NO

Please indicate the current performance level of the student:

Reading	below grade level	on grade level	above grade level
Math	below grade level	on grade level	above grade level
Writing	below grade level	on grade level	above grade level
Science	below grade level	on grade level	above grade level

Rationale \_\_\_\_\_

\_\_\_\_\_

Proceed with further evaluation?    YES    NO

School Administrator Signature/Date \_\_\_\_\_

Copies: Parent  
Student Gifted File  
Permanent Record



## Acceleration Team Placement Report

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_

Homeroom Teacher/Advisor \_\_\_\_\_ Grade Level \_\_\_\_\_

Referred By \_\_\_\_\_ Gifted Lead/Chairperson \_\_\_\_\_

### Recommendation and Planning:

**Maintain Current Placement**

**Grade Level Acceleration (single grade only)**

*The plan below shall specify a nine week adjustment period. The plan  
Should also include how adjustment and progress will be monitored.*

**Content Acceleration (list content area/areas to be addressed)**

*The plan shall specify goals, instructional strategies and duration of acceleration  
placement.*

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**Comments/Concerns** \_\_\_\_\_  
\_\_\_\_\_

**Acceleration Team Members: (Signatures)**

**School Level Administrator** \_\_\_\_\_

**Homeroom/Advisor** \_\_\_\_\_

**Teacher in Class/Area of Placement** \_\_\_\_\_

**Gifted Teacher** \_\_\_\_\_

**Gifted Coordinator** \_\_\_\_\_

**Counselor** \_\_\_\_\_

**Parent(s)** \_\_\_\_\_

**Copies:** Parent  
Student Gifted File  
Permanent Record



## Parental Consent for Acceleration Testing

Date \_\_\_\_\_

Student Name \_\_\_\_\_ School/Grade \_\_\_\_\_

Parent(s) Name \_\_\_\_\_

Dear Parent(s):

A referral has been made to consider possible acceleration for your child. The school level team (gifted teacher, grade level/content teacher, school administrator) has met and decided to pursue further evaluation to properly assess your child. Further testing will be administered within the next two weeks of school.

If you have any questions, please contact the school gifted lead teacher,  
\_\_\_\_\_, at \_\_\_\_\_.

Sincerely,

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\_\_\_\_\_ Yes, my child has permission to be tested for acceleration.

\_\_\_\_\_ No, my child does not have permission to be tested for acceleration.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Copies: Parent  
Student Gifted File  
Permanent Record

## Calhoun City Schools



### Personal Learning Plan for Gifted Students

Student: \_\_\_\_\_ School Year: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Cluster Teacher: \_\_\_\_\_

Form completed by (teacher/date): \_\_\_\_\_

**Areas of Strength (circle as many as apply):** Math Science Social Studies Literature

Language Arts/Writing Technology Leadership Social Interaction

Fine Arts \_\_\_\_\_ Personal Interest \_\_\_\_\_ Motivation

Other \_\_\_\_\_

**Areas of Weakness (circle as many as apply):** Math Science Social Studies Literature

Language Arts/Writing Technology Leadership Social Interaction

Fine Arts \_\_\_\_\_ Motivation Distractibility Other \_\_\_\_\_

**Learning Style/Multiple Intelligence:** Linguistic Logical-Mathematical Kinesthetic Visual

Musical Interpersonal Intrapersonal Naturalist

**Specific Needs:** Intellectual challenge Social Interaction

Opportunities to explore areas of interest Emotional Development

Other \_\_\_\_\_

**Differentiated Instruction will include:**

Content	Process	Product	Environment
Multiple Texts	HOTS	Real World Problems	Independent
Supplementary Resources	Learning Centers	Choice	Small Group
Contracts	Discovery Learning	Variety	
Compacting	Choice	Peer Presentation	
Group Investigation	Pacing	Independent Study	
	Variety		

\*Lesson plans will specify differentiated activities.

