



## **Treutlen County School System Gifted Practitioner's Manual of Policies and Procedures**

### **Rationale**

Extensive research by Rogers (1991, 1999, 2002) and Kulik and Kulik (1984, 1985, 1987, 1989) has shown that the grouping of gifted students in a curriculum designed especially for the gifted creates the most positive effects. Gifted children have special needs that, more often than not, are neglected in the regular classroom. Each gifted student is unique, with different interests and abilities. When a gifted child is given the opportunity to participate in a program geared toward his/her special uniqueness by implementing a variety of instructional strategies, differentiation in both teaching models and instruction, and interaction with intellectual peers, he/she will make strides in performance equal to his/her ability. A significant outcome of a gifted program and its differentiated curriculum is that it can positively affect the general educational experience of all students.

### **Mission**

In recognition that an appropriate education is one in which each student is provided an opportunity to reach his/her greatest potential, Treutlen 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 exponentially.

### **Goals**

Treutlen County's program for gifted students will:

- provide an environment that will cultivate and encourage intellectual and creative abilities;
- provide students with appropriate enrichment, acceleration, and in-depth study through rigorous and challenging curriculum;
- provide opportunities for students to work cooperatively in both small and large groups;
- provide opportunities for students to work with their intellectual peers and with their chronological peers;
- develop self-esteem, by allowing students to realize and acknowledge their own skills and talents as well as the skills and talents of others; and

- develop emergent, self-reliant learners who fully develop the skills of: analytical thinking, critical and creative thinking, and apply these skills to problem-solving situations.

### **Program Description**

The Treutlen County gifted program is a county-wide program. A differentiated curriculum is used to meet the needs and challenges of these students. Interdisciplinary units and differentiated instructional strategies are used to teach or refine skills of research, encourage higher levels of thinking, enhance creative/productive thinking, and extend the academic base of knowledge. Teachers who hold the gifted education endorsement expose gifted students to a rigorous and challenging curriculum. The students are offered many opportunities to participate in learning activities with peers who have similar capabilities and interests.

#### **Elementary**

All gifted students in the elementary schools in grades K-5 attend gifted Advanced Content and/or Cluster classes for a minimum of five segments per week in the areas of math, language arts, science, and/or social studies.

#### **Middle School**

All gifted students in grades 6-8 participate in Advanced Content, Cluster Grouping, and/or Collaborative Teaching in the area(s) of mathematics, and/or language arts, and/or literature, and/or science, and/or social studies five days a week. Recognizing that students have individual strengths and weaknesses in specific content areas, a team of educators reviews each student's performance based on: \_\_\_\_\_

- teacher recommendation,
- standardized norm-referenced achievement scores,
- standardized norm-referenced ability test results, and
- the student's grade point average in each discipline.

Based on a matrix scale of these four pieces of data, the student will participate in one of the above gifted models. The curriculum offered in Advanced Content courses is significantly different and more rigorous in pace, content, process skills, and student expectations.

#### **High School**

Gifted students in grades 9-12 may be served through Advanced Content, Cluster Grouping, Collaborative Teaching, and/or Mentorship/Internship.

### **Program Name**

The name that has been given to the Treutlen County gifted program is REACH (**R**eaching for **E**xcellence and **C**hallenging **H**orizons).

**Georgia State Board of Education Rule 160-4-2-.38**  
**Education Program for Gifted Students**

**I. Introduction**

In keeping with Georgia Code 20-2-152, the Official Code of Georgia Annotated, Treutlen County Schools will provide gifted education services to students who have the potential for exceptional academic ability in grades K-12. This legislation, supported by Georgia Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS which provides the following definitions to guide Local Education Agencies who provide programs for gifted students:

- A. 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.”
- B. 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.”

**II. NOTICE**

**A. Notice Requirements**

Parents who enroll their child(ren) in Treutlen County School System, will be notified in writing of:

1. the existence of the gifted program, its referral procedures and eligibility requirement.
2. initial consideration of their child(ren) for gifted education services,
3. the student’s eligibility status following the evaluation process. Parents will be given an opportunity to schedule a conference to discuss the eligibility criteria and the student’s assessment results and placement.
4. the type of services to be provided annually, the teaching methods to be used and the time allotted for the student to receive gifted education services. Parents 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 length of the probationary period in which the student is in jeopardy of being dismissed from gifted education services. This notice shall specify the criteria the student shall meet to continue receiving gifted education services.
6. the termination of gifted education services in the event the student fails to meet continuation criteria and the goals of the Plan of Improvement developed for him/her. This notice shall contain a statement that the student shall become eligible to receive gifted education services upon meeting the criteria adopted by the Treutlen County Board of Education regarding continuation of services.

**B. Means of Notice**

Written notice for the requirements listed above shall be made through various forms that are a part of this Procedures Manual. Additionally, information about the gifted program is located within the Curriculum and Instruction page on the Treutlen County School System website. Gifted Education is also summarized in the Treutlen County School System Student Information and Code of Conduct Booklet.

**III. Referral Procedures**

**A. Introduction**

A comprehensive screening process will be used to assure that all students, regardless of his or her race, color, religion, national origin, age, disability or sex, will have the opportunity to be considered for gifted education services. The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services* and forwarded to the Eligibility Team for review. Data from system-wide norm-referenced testing will be reviewed to assist the Eligibility Team in determining potential candidates for automatic referral to the gifted program. Data from other testing will also be considered when applicable. Parents, teachers and others may also make individual requests for consideration for the program.

**B. Screening - Referral and Evaluation Process**

**1. Training**

In order to provide regular education classroom teachers with appropriate information regarding characteristics of gifted learners and the referral process, professional development is provided to staff about the characteristics of gifted learners, the referral procedures, and the evaluation process.

Gifted education teachers or designees will conduct professional development with staff as needed on the characteristics of gifted, the referral procedures, and the evaluation process. The gifted coordinator or his/her designee will present special activities that classroom teachers can use to assist in observing exemplary student responses.

**2. Reported Referral of Potentially Gifted Students**

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

**3. Automatic Referral of Potentially Gifted Students**

The gifted coordinator or his/her designee will review system-wide assessment results to determine those students who meet locally established criteria for referral for gifted education services. Locally established criteria include any of the following:

- Performance at the 90<sup>th</sup> percentile on a standardized, norm-referenced achievement test in the area of:
  - Total Reading Score, or
  - Total Math Score, or
  - Composite Score

*Students who meet the above criteria will automatically be referred to the Eligibility Team for review for gifted education services.*

Students who have scored at the distinguished level on the Georgia Milestones Assessment will be considered for possible gifted referral in the areas of Reading and/or Math.

#### **4. Eligibility Team**

An Eligibility Team will be established to oversee the referral and eligibility process for the gifted program. The Eligibility Team may include, but is not limited to:

- Gifted Endorsed Teacher
- Regular Education Teacher
- School Administrator
- School Counselor
- Instructional Support Specialist
- *Others deemed necessary to assist in reviewing a student referral or reviewing student assessment data for program eligibility may be included.*

The eligibility team is responsible for:

- a. reviewing referrals submitted for gifted education services,
- b. reviewing all data collected on students referred for assessment for gifted education services,
- c. determining whether referred and assessed students meet program eligibility criteria, and
- d. determining what type of gifted education services will meet the academic needs of eligible students,
- e. reviewing academic/behavior probation referrals and creating a plan of improvement,
- f. reviewing re-entry requests.

The eligibility team will meet to discuss supporting documentation and reach one of three conclusions. They may decide that:

- no action is needed at this time
- more documentation is needed, or
- the student needs to be referred for an evaluation

Parents will be notified when a student has been referred for assessment for gifted education services. This may be done by way of a letter sent home from the Eligibility Team.

5. **Student Assessment for Gifted Education services**

Once the local school Eligibility Team makes the decision to refer a student for assessment for the gifted program, parents must be notified. A letter requesting parent permission to do further assessments must be obtained before assessment in the four categories (mental ability, achievement, creativity, and motivation) is begun. Once permission is received, the gifted education teacher at the local school will begin collecting data in all four categories.

6. **Referral Limitations**

Once a student is evaluated and found ineligible, they cannot be re-tested until **two years have expired**. Students who are found ineligible and have met two of the four required criteria, and whose score is within 10% of the required score in the two areas that they did not meet, may be retested before the two year time frame.

**NOTE: Refer to Referral Flowchart found on page 7**

**IV. Assessment Procedures**

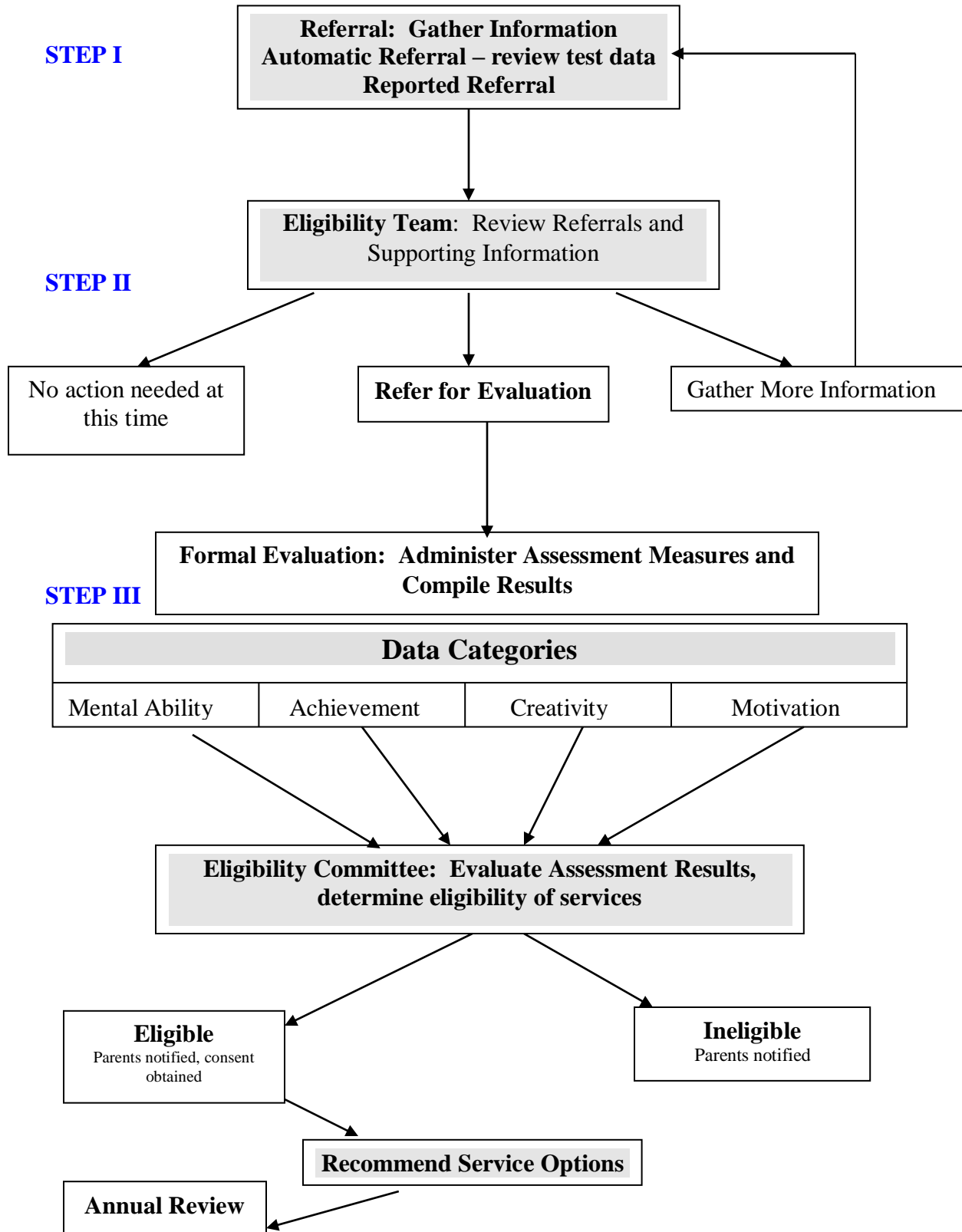
**A. Evaluator**

All students referred for gifted education services, regardless of his or her race, color, religion, national origin, age, disability, or sex, will be assessed by a gifted endorsed individual(s) or a designee trained in assessment.

**B. Evaluation Instruments**

Forms of assessment and the instruments used for each category are listed in the chart on page 8. Evaluation instruments used in the assessment of students referred for gifted education services must meet GADOE requirements of currency, available scores, bias, norming sample, and content. Assessment data must be no more than two years old at the time the eligibility decision is made.

## REFERRAL PROCESS



## Assessment Instruments Adopted for Assessing Students Referred for Gifted Education

Instruments used by Treutlen County Schools include, but are not limited to the following:

<b>Mental Ability</b>	<b>Achievement</b>	<b>Creativity</b>	<b>Motivation</b>
Cognitive Abilities Test (CogAT)	Iowa Assessments	Torrance Tests of Creative Thinking (TTCT)	<b>Grades K-8</b> *Gifted Rating Scale (GRS) Motivation Subscale
Brief Intelligence Test (K_BIT)	Stanford Achievement Test	*Gifted Evaluation Scale IV (GES-IV) <i>Creativity sub-Scale</i>	*Gifted Evaluation Scale IV (GES-IV) Motivation subscale
Naglieri Non-verbal Ability Test (NNAT-3)	Preliminary Scholastic Assessment Test (PSAT)		*GPA $\geq 3.5$ on 4.0 scale grades 6-8 90 on a 100 point scale
	American College Testing Program (ACT)	*Gifted Rating Scale (GRS) – <i>Creativity Subscale</i>	<b>Grades 9-12</b> * GPA $\geq 3.5$ on 4.0 scale <i>Grades 9-12 (upper 10%)</i>
	Scholastic Assessment Test (SAT)		*Gifted Evaluation Scale IV (GES-IV) Motivation subscale

\*NOTE: No more than one rating scale shall be used to establish a student's eligibility for gifted program placement.

**Mental Ability** – consists of a standardized, norm-referenced group mental ability test. The primary instrument is the current edition of the **Naglieri Nonverbal Ability**. Secondary instruments include others in the chart above. The **Cognitive Abilities Test** may be selected as the primary assessment instrument where the test administrator believes language differences might unduly influence overall test results. If the construct of mental ability is the deciding factor and is at or above the 90<sup>th</sup> percentile when all assessment is complete, the Eligibility Team may elect to request that additional assessment be done in this category.

**Achievement** – consists of the administration of a current form of a standardized, norm-referenced group achievement test. When this assessment data is a part of the student standard education record and is not more than two years old, this data can become a part of the assessment portfolio and no additional testing would be needed for this category.

**Creativity** – consists of the administration of a standardized norm-referenced test of the construct of creativity or the use of a standardized rating scale that evaluates the construct of creativity. The primary instrument is the current edition of the **Torrance Test of Creative Thinking (Figural or Verbal)**. A secondary instrument that may be used is the **Gifted Rating Scale (GRS)**. Classroom teachers respond to the rating scale.

**Motivation** – consists of the administration of a standardized rating scale or the use of Grade Point Average. Instruments of choice by grade levels are listed in the chart above. Classroom teachers respond to the **Gifted Rating Scale** or the **Gifted Evaluation Scale IV – motivation sub-scale**.



### **C. Origin of Scores**

Assessment data submitted from sources outside the school district, such as private assessment, may be considered as part of the evaluation process. This outside data may not be substituted for data the school district generates during the testing process and may never be the sole source of assessment data for determining eligibility for program services. **Privately obtained data will supplement school generated data but will not be accepted for use in an eligibility decision.**

### **D. Assessment Process**

Assessment data must be obtained in all four categories (mental ability, achievement, creativity, and motivation). **All test instruments must be kept under lock and key.**

While the GA-BOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS permits the evaluation of products and performances for the categories of achievement, creativity, and motivation, Treutlen County Schools will not be using products and performances for determining program eligibility at this time.

Gifted education teachers responsible for the assessment process must maintain a testing log showing the dates for each part of the assessment process. (See sample Testing Log in Appendix)

## **V. Eligibility**

### **A. Eligibility Team**

The composition and functions of the Eligibility Team are delineated in III.B.5.

### **B. Review of Assessment Data**

The local school Eligibility Team will conduct a review of student data to determine whether a student meets the eligibility criteria for gifted education services. The criteria for each category of assessment is identified in the chart on the following page. If a student is deemed eligible for gifted education services, it is the responsibility of the Eligibility Team to identify the type(s) of service(s) needed based on the assessment data. The **Eligibility/Placement Form** is used to document assessment results, membership of the Eligibility Team, and the decision regarding the student's eligibility for gifted education services. A copy of this document can be found in the Appendix.

### **C. Eligibility Criteria**

Students may be determined eligible for gifted education services based on meeting criteria in either Option 1 or Option 2 of the Georgia BOE Rule 160-4-2-.38. Criteria for each category is outlined in the chart on the following page.

# Georgia Eligibility Criteria for Gifted Programs

## Rule 160-4-2-.38

### (Multiple Criteria)

Information shall be gathered in each of the **four categories**

**At least one** of the criteria **must be met by a score on a nationally normed test.**

Any data used to establish eligibility in one area **shall not** be used to establish eligibility in another area.

Any test score used to establish eligibility shall be **current within two years.**

Data gathered and analyzed by a source outside the school system **shall** be considered **as part** of the nomination and evaluation process.

Category	Option A	Option B
	<b>Student must have a qualifying score in the mental ability AND achievement categories.</b>	<b>Student must qualify in <u>three of the four</u> categories.</b>
<b>Mental Ability</b>	<ul style="list-style-type: none"> <li>➤ Grades K-2 ≥ 99<sup>th</sup> percentile composite score on a nationally age normed mental ability test</li> <li>➤ Grades 3-12 ≥ 96<sup>th</sup> percentile composite score on a nationally age normed mental ability test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12 ≥ 96<sup>th</sup> percentile composite OR appropriate component score on a nationally age normed mental ability tests</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>➤ Grades K-12 ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12 ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> <li>➤ Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12 ≥ 90<sup>th</sup> percentile on composite score on a nationally normed creativity test</li> <li>➤ Grades K-12 Rating scales used to qualify student creativity must equate to the 90<sup>th</sup> percentile</li> <li>➤ Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages. (See pg. 30 for add'l information)</li> <li>➤ Grades K-12 Rating scales used to qualify student motivation must equate to the 90<sup>th</sup> percentile</li> <li>➤ Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>

### INITIAL ELIGIBILITY

Georgia Regulations provide two options for determining a student's eligibility for gifted program services.

**Option 1:** A student must score at the 99<sup>th</sup> %ile (grades K-2) or the 96<sup>th</sup> %ile (grades 3-12) on the **full scale score** of standardized mental ability test **and** meet one of the achievement criteria described above. Data must be collected in all four categories.

**OR**

**Option 2:** Qualify through a multiple-criteria assessment process by meeting criteria in any three of the four areas listed above.

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

**Adopted by GBOE 5.10.2012**

## **Eligible Students**

Once it is determined that a student is eligible for gifted education services, consent for special service must be obtained from the parents/guardians before services begin. The **Eligibility/Placement Report** has a place for parents to sign permission and return a copy of the document. A copy of the eligibility form will be placed on the student's standard education record signifying that a supplemental file for this student is maintained by the school system.

Parents must be provided a description of the program and the type(s) of service(s) that will be provided for their child. Parents shall be provided an opportunity to schedule a conference to discuss the eligibility criteria and the assessment results.

Once the Eligibility/Placement Report has been signed by the parents/guardians, the child may begin gifted education services.

## **2. Ineligible Students**

If a student does not meet the eligibility criteria for gifted education services, parents must be notified in writing and offered an opportunity to discuss the eligibility criteria and assessment results at a scheduled conference with school personnel.

For a period of two years, referral and assessment materials on ineligible students will be maintained in a separate secure file and marked as **TNP (Tested Not Placed)**.

## **VI. Continuation Procedures**

For a student to continue to receive gifted education services, (s)he must have satisfactory performance in the gifted education classroom.

### **ELEMENTARY:**

**Satisfactory academic performance** is defined as:

- 85 or above in gifted classes..

### **MIDDLE SCHOOL and HIGH SCHOOL:**

**Satisfactory academic performance in the gifted class** is defined as:

- 80 or above or 3.0 GPA in the gifted class.

### **Satisfactory Performance following a Plan of Improvement**

If a student satisfactorily meets the terms of the Plan of Improvement, gifted education services will continue. Parents will be notified of this decision.

## Unsatisfactory Performance – Development of a Plan of Improvement (POI)

When a student's performance is deemed unsatisfactory in either the regular classroom or in the gifted education classroom, a referral will be made to the Eligibility Team. The student's parents will be notified that the student's placement in the gifted program is in jeopardy. The Eligibility Team will create a **Plan of Improvement** Contract that will be used over a 9-week period by the classroom teacher and/or the gifted education teacher. Following this 9-week period, a second meeting of the Eligibility Team will be scheduled to review the student's progress. During this time, the student's placement for receiving gifted education services is in jeopardy and the student is on probation. The **Plan of Improvement** describes the goals that must be met in order for the student to continue to receive gifted education services during the probationary period. At the conclusion of the probationary period, the Eligibility Team will review the goals of the **Plan of Improvement**. If the student has been able to meet the prescribed goals, placement in the gifted education program will continue; if the goals are not met, gifted education services will be discontinued following written notice to the parent(s). A Withdrawal Form will be sent to the parents/guardians. A copy of the Withdrawal Form will be retained in the student's gifted education file.

A Plan of Improvement and Probation for unsatisfactory performance in the middle and high schools' advanced content classes will be addressed based on the content area in which services are provided. A student who is served in more than one content area as gifted may be removed from gifted services in one content area for unsatisfactory performance but remain eligible for gifted services in another content area if performance in that content area is satisfactory.

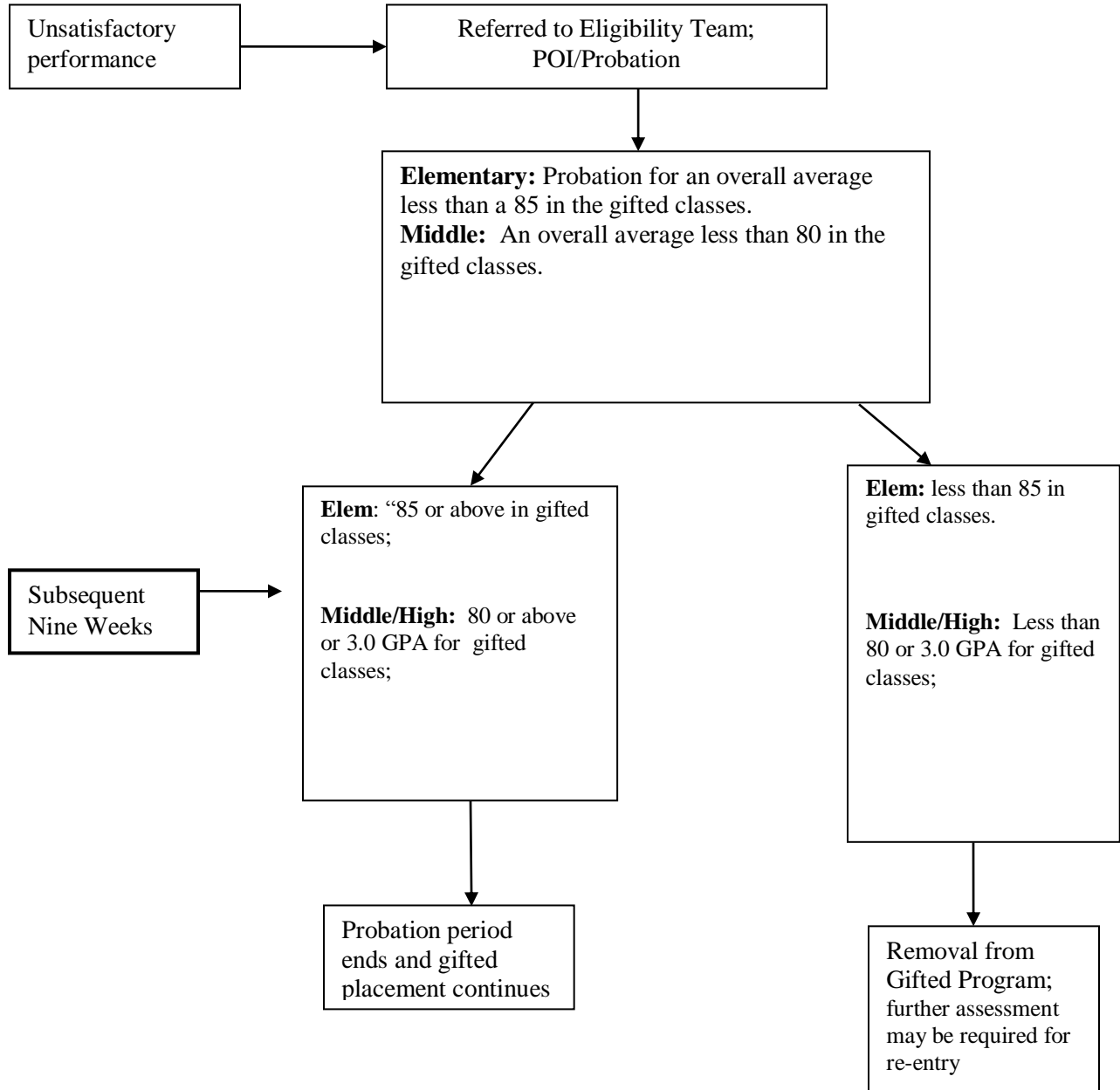
**NOTE Unsatisfactory Performance Flowchart on the following page.**

A time-frame of one grading period will be established for meeting the prescribed improvements.

Grading period is defined as:

- |                 |               |
|-----------------|---------------|
| ▪ Elementary    | 9 week-period |
| ▪ Middle School | 9 week-period |
| ▪ High School   | 9 week-period |

## UNSATISFACTORY PERFORMANCE FLOWCHART



## Re-Entry

Students who have exited from the program due to unsatisfactory performance on a Plan of Improvement may re-enter the gifted program when satisfactory performance has been demonstrated for one school year. Anyone eligible for making a referral may refer a student for re-entry. The **Re-Entry Form** will be used to apply for reinstatement of gifted education services. Once the Re-Entry Form is completed, the local school Eligibility Team will determine the process of re-entry. Depending on the length of time since the student exited the program, new assessment data may need to be obtained.

Students who exit the gifted program for reasons other than unsatisfactory performance may also re-enter the program. The **Re-Entry Form** should be used to indicate an interest in re-entering the program.

## VII. Reciprocity

### A. Students from other Georgia Gifted Programs

Upon receiving current records, any student who has been identified as meeting the state eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system in the state. A student who withdraws from a gifted program in another school district in the State of Georgia and enrolls in Treutlen County School System shall need to present documentation that confirms gifted education service in the previous school district. Gifted students transferring from one school system to another within the state shall continue to receive services in the Treutlen County School System. However, the transferred student must meet the terms of the Treutlen County School System Continuation Procedure to continue to receive services.

### B. Gifted Students – Transfer from Out of State

There is no mandated reciprocity between states. Out-of-state data from other school systems may be used in making eligibility decisions if the data meets Georgia criteria. Parents interested in their child receiving gifted education services will need to follow standard referral procedures.

### C. Procedure for Transfer Students

1. Gifted students transferring to the Treutlen County School System from other Georgia school systems will be served in regular education programs until the local Eligibility Team can confirm placement and/or gifted education service(s) in the previous school district. According to standard procedure, the parent will sign an **Authorization to Release Information** document so that information on gifted eligibility and services may be obtained from the student's prior school. *(This is separate from a request for regular school records.)* Once this has been confirmed, service in the gifted program can begin and the student will continue to receive services based on the Continuation Procedure of the Treutlen County School System.

2. Gifted students transferring from programs out-of-state or out of the country will be served in regular education programs until the local Eligibility Team has had the opportunity to review previous school records and a determination made as to whether additional assessment needs to be done. According to standard procedure, the parent will sign an **Authorization to Release Information** document so that information on gifted eligibility and services may be obtained from the student's prior school. *(This is separate from a request for regular school records.)*

**D. Home School, Parochial, and Private School Students**

Students who were previously identified as gifted according to Georgia criteria and who left public school to enter a home school, parochial school, or other private sectarian or non-sectarian school may re-enter gifted education services upon documentation that the student meets local continuation criteria. In the absence of this documentation for confirmation, the local Eligibility Team may decide that current assessment data may need to be obtained.

Students are **not** to be placed temporarily in gifted education classes pending receipt of school transcripts and confirmation of gifted eligibility and prior gifted education services. The local school Eligibility Team must confirm eligibility and prior services and that the student left gifted education services in good standing. An exception to this would be in the case of Advanced Content classes where the student may be a high-performing student who meets the criteria for Advanced Content classes and where there is available space for service.

Transfer students, including home school students, must meet the standards of Treutlen County Schools' Continuation Procedure in order to be eligible for gifted education services. At times grades may not be available for home school students. The student's success in the home school program must be confirmed. The parent is to provide proof that the student has performed at an above average level in the home school curriculum (satisfactory performance). Examples of student work, tests, or other data may be submitted to document the level of the curriculum provided and the student's response to that curriculum. This data will be evaluated by the local school Eligibility Team to determine appropriate academic services.

**E. Transfer of Students Who Are Dependents of Active Military Personnel: (Georgia Code 20-2-2162)**

Upon initial enrollment into the Treutlen County School System, any student who (1) has been identified as gifted in the school from which the student transfers and (2) is the dependent of active duty military personnel may be placed in the Gifted and Talented Program temporarily.

The school's Eligibility Team will review assessment data to determine if the student meets Georgia criteria for gifted services. Additional assessment may be required to determine eligibility in Georgia for gifted services to continue.

If a student is initially placed in a gifted class and the Eligibility Team determines the student does not meet Georgia gifted eligibility requirements – through review of transfer records and additional assessment if necessary – the student will be removed from the gifted program. Parents of the elementary students served in a resource model may choose to delay placement in the gifted program until any necessary additional assessment is completed.

## **VIII. Annual Review**

Each spring the gifted education teacher shall complete an Annual Review of Progress in the regular classroom and the gifted class(es) for each gifted student. Documentation of this review shall be recorded on the **Annual Review Form**. This form also reports to parents the type of gifted education services that will be provided during the next school year. A copy is retained in the student's gifted education file and a copy is sent to the parents.

## **IX. Delivery Models**

### **A. Elementary School**

The delivery models for elementary students may include **Cluster-grouping**, **Advanced Content** and/or **Collaborative Teaching**.

#### **Cluster Grouping Model**

In the **Cluster-Grouping Model**, a cluster of gifted students are assigned to an otherwise heterogeneous class. The classroom teacher holds the gifted endorsement certificate. During the week and throughout the school year, the classroom teacher identifies areas of academic strengths and provides separate lesson plans and/or contracts as required by *GADOE* for gifted students in the cluster. Documentation of this differentiation must be maintained in the gifted student's file. Service through this model is provided at a minimum of 5 segments per week.

#### **Advanced Content Model**

In the **Advanced Content Model**, students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. The Advanced Content Criteria Matrix Form (see page 51) is used to establish placement for Advanced Content Classes

#### **Collaborative Teaching Model**

In the **Collaborative Teaching Model**, direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). The gifted specialist, the regular classroom teacher, and the gifted student (when appropriate) collaborate in the development of challenging assignments which substitute for or extend the core curriculum objectives which the identified gifted student has already mastered.



**B. Middle School**

The delivery models for middle school students may include **Cluster Grouping, Advanced Content, Resource** and/or **Collaborative Teaching**. The gifted course content is significantly different (more rigorous) in content, pace, process skills, and student expectations.

**Cluster Grouping Model**

In the **Cluster-Grouping Model**, a cluster of gifted students are assigned to an otherwise heterogeneous class. The classroom teacher holds the gifted endorsement certificate. During the week and throughout the school year, the classroom teacher identifies areas of academic strengths and provides separate lesson plans and/or contracts as required by *GADOE* for gifted students in the cluster. Documentation of this differentiation must be maintained in the gifted student's file. Services through this model are provided at a minimum of 5 segments per week.

**Advanced Content Model**

In the **Advanced Content Model**, students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. The Advanced Content Criteria Matrix Form (see page 51) is used to establish placement for Advanced Content Classes.

**Resource Model**

In the **Resource model**, gifted students are pulled out of the regular classroom to meet with other gifted students and the gifted education teacher. The curriculum content for this model is content focused but interdisciplinary. Gifted students may receive no more than 10 segments per week of resource class services.

**Collaborative Teaching Model**

In the **Collaborative Teaching Model**, direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). The gifted specialist, the regular classroom teacher, and the gifted student (when appropriate) collaborate in the development of challenging assignments which substitute for or extend the core curriculum objectives which the identified gifted student has already mastered.

**C. High School**

The delivery models for high school students may include **Cluster Grouping, Advanced Content, Resource, Collaborative Teaching, and/or Mentor/Internship**. The gifted course content is significantly different (more rigorous) in content, pace, process skills, and student expectations.

### **Cluster Grouping Model**

In the **Cluster-Grouping Model**, a cluster of gifted students are assigned to an otherwise heterogeneous class. The classroom teacher holds the gifted endorsement certificate. During the week and throughout the school year, the classroom teacher identifies areas of academic strengths and provides separate lesson plans and contracts for gifted students in the cluster. Documentation of this differentiation must be maintained in the gifted student's file. Services through this model are provided at a minimum of 5 segments per week.

### **Advanced Content Model**

In the **Advanced Content Model**, students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. . The Advanced Content Criteria Matrix Form (see page 51) is used to establish placement for Advanced Content Classes. At the high school level, Advanced Content courses may be Advanced Placement (AP) or Honors Classes. Courses utilized in Advanced Placement must be courses designed and offered through the College Board, Advanced Placement Program. Instructors use a specific curriculum developed by the College Board. AP courses may have gifted and other high-performing students enrolled in them. For gifted education service to be counted for gifted students enrolled in these courses, instructors must either hold the gifted education endorsement or have ten clock hours of professional development in characteristics of the gifted and curriculum differentiation.

### **Resource Model**

In the **Resource model**, gifted students are pulled out of the regular classroom during the week to meet with other gifted students and the gifted education teacher. The curriculum content for this model is content focused but interdisciplinary. Gifted students may receive no more than 10 segments per week of resource class services.

### **Collaborative Teaching Model**

In the **Collaborative Teaching Model**, direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). The gifted specialist, the regular classroom teacher, and the gifted student (when appropriate) collaborate in the development of challenging assignments which substitute for or extend the core curriculum objectives which the identified gifted student has already mastered.

### **Mentor/Internship**

A gifted student works with a mentor to explore a profession of interest. The gifted education specialist maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals. The student may participate in the gifted mentorship/internship for one or two segments per day. An individual student contract documents the work to be done, the learning objectives for the gifted student, the dates and amount of time the student will be participating in the internship/mentorship, the means by which the gifted student's learning will be assessed, and the responsibilities of the gifted education teacher and the mentor.

### **D. Approved Innovative Models**

If a school district desires to implement a gifted program delivery model other than one of the models described above, the district must submit a description of that plan to the Department of Education's Gifted Education Specialist. The plan must clearly describe the rationale for the special model, the goals and the objectives for the program, the advanced nature of the curriculum which will be provided to gifted learners, how the model's effectiveness will be evaluated, how FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTE will be generated).

### **X. Class Size**

Class sizes are governed by GA BOE Rule 160-5-1-.08. Identified gifted students served in approved delivery models can be counted for Full Time Equivalent (FTE) earnings at the gifted weight.

### **XI. Curriculum Description**

#### **A. Skills**

The curriculum for gifted education shall incorporate the skill areas basic to gifted education:

- |                     |                                  |
|---------------------|----------------------------------|
| 1. Cognitive skills | 3. Research and Reference skills |
| 2. Learning skills  | 4. Metacognitive skills          |

These skill areas shall be incorporated into thematic units and learning activities at each grade level and into one or more of the basic academic content areas: language arts, mathematics, foreign language, social studies, and science.

**B. Content**

Units of study developed for the gifted education curriculum shall incorporate the Georgia Standards of Excellence (GSE) approved by the Georgia Board of Education. The units will vary from year to year and from teacher to teacher. In every case, the units will provide the differentiated challenge needed by gifted students. This latitude in specific topics studied within the content areas is designed to allow the teachers the flexibility to respond to the needs, interests and abilities of the students. Units of study are content focused with interdisciplinary learning activities throughout.

The content is differentiated, more rigorous, and significantly different from that of the regular classroom; and the student expectations call for utilization of higher levels of thinking and questioning.

Courses such as Advanced Placement follow prescribed curriculum prepared and approved by the College Board.

A description of the differentiated curricula will be submitted to the GADOE at least annually.

**XII. Miscellaneous Procedures**

**A. Communication**

A Treutlen County School System web site has a direct link to the GADOE gifted website.

**B. Program Evaluation**

Regular evaluation of gifted program shall be conducted in order to learn of program improvements that need to be made from time to time. Evaluation will also identify those things that are being used successfully so that they can continue to be used.

Formal (e.g., surveys of various audiences) and informal input from students, teachers, parents, and administrators will be collected on an on-going basis.

Gifted education teachers shall annually review their needs for materials, textbooks, equipment, and other resources. Materials ordered shall be selected based upon their relevance to the next year's projected curriculum and new items that have come on the market. Input from curriculum specialists, consultants, and the Gifted Facilitator for the program will be solicited as necessary.

The Treutlen County School System shall undergo a program evaluation every three to five years by an outside entity to ensure that we are in compliance with GADOE guidelines. The purpose of this evaluation shall be to ascertain program effectiveness in the areas of:

- Student Search and the Referral Process
- Student Assessment
- Program Design
- Curriculum and Instruction
- Professional Development
- Family-Community Involvement

### **C. Grades**

**Elementary** – Grades for Advanced Content courses will be reported on the regular system report card each grading period.

**Middle and High School**– Grades for Advanced Content courses will be reported on the regular system report card each grading period.

### **D. Confidentiality of Student Records**

The privacy rights of gifted children and their parents or guardians shall be recognized in the same manner as any child's rights are recognized under the Family Education Rights and Privacy Act of 1974 (FERPA), and the regulations promulgated thereto.

**Information on all students evaluated for the Gifted Program will be recorded on the gifted education teacher's Due Process Log which will be retained in a secure file. Due Process documents for students who meet the eligibility criteria for program service shall be retained in a separate file known as the student's Gifted Program file. These files are retained separately from the standard educational records and are kept under lock and key. When requested, a copy of this information may be forwarded to other school systems as a part of the child's regular transcript and cumulative folder information.**

### **E. Maintaining Student Records**

Student records are to be maintained at Treutlen County Schools. A copy of the student record will be maintained by the gifted teacher or designee at the school. When a student moves or is terminated, the records should be moved from an "Active" status to an "Inactive" status. Information pertaining to the student's participation in the gifted program may be forwarded to a receiving school or school system by the Gifted Facilitator.

### **F. Make-up Work for Elementary Students (Resource Model)**

Elementary gifted students who miss regular class instruction are NOT required to make up all work missed while participating in the gifted resource program. Students are responsible for **content**. Regular education assignments must be **modified** so as to avoid penalizing students while participating in the gifted program.

### **G. Discipline Issues (Resource Model)**

Students in resource classes will be held to the same discipline standard as the regular education program as outlined in the Code of Conduct. For students who have a designated resource day, unsatisfactory behavior incurred on a non-gifted day should not be punishable on a gifted day. (Ex: Student gets into trouble in the regular education classroom on Tuesday should not be assigned ISS on Wednesday if that is his/her designated resource day. ISS would be assigned on Thursday.)

### **H. Attendance (Resource Model)**

Attendance is mandatory.

### **I. Professional Development**

Regular professional development sessions for gifted education teachers will occur throughout the school year for the purpose of communicating and sharing new and successful teaching strategies and ideas. These sessions will be scheduled so as not to interfere with the regular school day.

### **J. Data Collection**

The Gifted Facilitator shall annually collect and maintain data that includes:

- Number of students referred for evaluation,
- Number of students determined to be eligible, and
- Number of students actually served during the year.

*This data shall be kept by grade level, sex, and ethnic group and is reported to the Georgia Department of Education, Gifted Education Specialist on an annual basis.*

**Code: IDDD**

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

### **(1) DEFINITIONS.**

- (a) **Differentiated Curriculum** - courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students.
- (b) **Georgia Department of Education** – (GaDOE) the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.
- (c) **Gifted Student** - a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.
- (d) **Local Board of Education (LBOE)** – agency charged with adopting policies to govern educational entities within the local educational agency.
- (e) **Local Educational Agency (LEA)** – local school system pursuant to LBOE control and management.
- (f) **Panel of Qualified Evaluators** - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.
- (g) **Qualified Psychological Examiner** - a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.
- (h) **State Board of Education (SBOE)** – the constitutional authority which defines education policy for public K-12 education agencies in Georgia.

### **(2) REQUIREMENTS.**

- (a) **Notification.** The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:
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 3 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 96<sup>th</sup> 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 90<sup>th</sup> 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 90<sup>th</sup> percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90<sup>th</sup> 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 90<sup>th</sup> 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 90<sup>th</sup> 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 90<sup>th</sup> 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.

**Adopted:** May 10, 2012 **Effective:** May 30, 2012



**TREUTLEN COUNTY SCHOOLS SYSTEM**  
**Gifted Program**  
**Practitioner's Manual of Policies and Procedures**

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**Treutlen County School System**  
***Gifted Checklist for Referral & Placement Process***

Student\_\_\_\_\_ Grade\_\_\_\_\_

School\_\_\_\_\_

\_\_\_\_\_ *Nomination for the Gifted Program* form sent to teacher (Form 1)

\_\_\_\_\_ *Nomination for the Gifted Program* form received by eligibility team (Form 1)

\_\_\_\_\_ *Parental Consent for Evaluation* sent to parents (Form 2)

\_\_\_\_\_ *Parental Consent for Evaluation* received by eligibility team (Form 2)

\_\_\_\_\_ Parents notified of decision: \_\_\_\_\_placement \_\_\_\_\_non-placement (Form 3)

\_\_\_\_\_ *Parental Consent for Placement* sent to parents (Form 4)

\_\_\_\_\_ *Parental Consent for Placement* received by eligibility team (Form 4)

\_\_\_\_\_ *Parent Questionnaire* returned (Form 5)

\_\_\_\_\_ Placement begins.

\_\_\_\_\_ Placement terminated for the following reason:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Student withdrawn

\_\_\_\_\_ Student withdrawn before evaluation process completed

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
*Referral*

**Student** \_\_\_\_\_ **Homeroom Teacher** \_\_\_\_\_

**Date of Birth** \_\_\_\_\_ **School** \_\_\_\_\_ **ID#** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Gender:** M F

**Race:** Asian Black Caucasian Hispanic Multiracial **Native Language:** \_\_\_\_\_

**Father's Name** \_\_\_\_\_ **Work Phone** \_\_\_\_\_

**Mother's Name** \_\_\_\_\_ **Work Phone** \_\_\_\_\_

**Address** \_\_\_\_\_ **Home Phone** \_\_\_\_\_

**Referral:** Automatic Teacher Parent Self Peer

**Previous Test Results**

***Mental Ability: (NNAT-3, CogAT, Weschler, etc.)***

Test \_\_\_\_\_ Date \_\_\_\_\_ Percentile \_\_\_\_\_

Test \_\_\_\_\_ Date \_\_\_\_\_ Percentile \_\_\_\_\_

***Achievement:*** (Do not include Georgia Milestones Scores)

Test \_\_\_\_\_ Date \_\_\_\_\_ Percentile \_\_\_\_\_

Test \_\_\_\_\_ Date \_\_\_\_\_ Percentile \_\_\_\_\_

Was the student in a gifted program at the previous school(s)? Yes No

**TEACHERS:** Attach a copy of the most recent *ITBS Individual Report* and a copy of report card grades from the previous two years. If ITBS scores are not available, please indicate, and attach any other standardized test scores that are available, such as the *Terra Nova*. Nominations without this information will be returned.

Decision:

[ ] Refer for assessment [ ] Student does not meet criteria and will not be considered at this time

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

Comments:

Members Present:

Title:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
***Consent for Evaluation OPTION A***

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

To the Parent of: \_\_\_\_\_

Your child has been referred for gifted program services. The Eligibility Team has determined that additional assessment data will need to be collected in order to determine if your child meets the eligibility criteria for gifted program services. Criteria for gifted program services in Rule 160-4-2-.38 Education Programs for the Gifted are listed in the box below. Students who meet the criteria are eligible for gifted education services.

Assessment data will need to be obtained in the following areas:

☐ Mental ability

☐ Creativity

☐ Academic Achievement

☐ Motivation

Following the completion of all testing, you will be notified by letter of the assessment results.

If your child does not meet the criteria for gifted education services, you should continue to be proud of his/her accomplishments in school. To be referred for the program indicates that a student is doing well. If your child is eligible for gifted education services, no changes will be made in his/her educational program without your consent.

Should you have questions about this referral, you may contact \_\_\_\_\_ at \_\_\_\_\_.

Sincerely,

---

---

Please check the appropriate blank below and return the white copy to your child's teacher.

☐ I agree that Treutlen County Schools may evaluate my child in the areas indicated above.

☐ I do not consent for my child to be evaluated for the following reason(s):

---

---

---

---

Parent Signature

---

Date



**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
***Consent for Evaluation OPTION B***

DATE

Dear Parents/Guardians:

Your child \_\_\_\_\_ has been referred for evaluations to determine eligibility to receive gifted education services in Treutlen County School's REACH Program. To determine eligibility, a student will be administered evaluations mandated by Georgia Board of Education Rule 160 – 4 – 2.38.

In order for the evaluation to be conducted, you must give signed consent. Please indicate your decision, sign the enclosed permission form and return to your child's homeroom teacher no later than **DATE**.

Thank you for your cooperation.

Sincerely,

Name  
**Gifted Coordinator**

<b>PARENTAL CONSENT FOR EVALUATION</b>
--

In order for the evaluation to be conducted, you must give signed consent. Please indicate your decision, sign the form and return it to your child's homeroom teacher by **Date**

\_\_\_\_\_ I give permission for my child to be evaluated to determine eligibility to receive services in Treutlen County Schools' REACH Program for gifted students.

\_\_\_\_\_ I do not give permission for my child to be evaluated to determine eligibility to receive services in Treutlen County Schools' REACH Program for gifted students.

Student's Name \_\_\_\_\_

Parent/Guardian(s) Signature \_\_\_\_\_

Date \_\_\_\_\_

**TREUTLEN COUNTY SCHOOL SYSTEM**  
*Gifted Program -- Eligibility & Parent Notification of Placement Results*

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

Birth date \_\_\_\_\_ Student ID # \_\_\_\_\_ Referral: 1. Automatic 2. Teacher 3. Parent 4. Self 5. Peer

ELIGIBILITY TEAM						POSITION	
	Assessment Instrument	Date Given	Results	Criteria	Criterion Met		
<b>Mental Ability</b>	Cognitive Abilities Test						
	Verbal	_____	_____	≥ 96%tile	[   ] Yes		
	Quantitative	_____	_____				
	Nonverbal	_____	_____				
	Total	_____	_____			[   ] No	
	Naglieri Nonverbal Ability	_____	_____				
Otis-Lennon Ability Test	_____	_____					
Other: _____							
<b>Achievement</b>	NWEA-MAP or SAT-10						
	Reading _____	_____	_____	≥ 90%tile	[   ] Yes		
	Math _____	_____	_____				
	Total _____	_____	_____				
	Other: _____	_____	_____			[   ] No	
<b>Creativity</b>	<b>Creativity Scale:</b>						
	TTCT _____	_____	_____	≥ 90%tile	[   ] Yes		
	GES-IV _____	_____	_____				
	GRS: _____	_____	_____			[   ] No	
	Other: _____	_____	_____				
<b>Motivation</b>	<b>Motivation Scale:</b>						
	GES-IV _____	_____	_____	GPA 3.5  Grades 6-12	[   ] Yes		
	GRS _____	_____	_____				
	GPA _____	_____	_____			[   ] No	
	Other _____	_____	_____				

\*\*\*\*\*

**ELIGIBILITY CRITERIA**

\_\_\_\_ Student is eligible through multiple criteria (3 or 4 categories must be checked YES.

\_\_\_\_ (K-2) Student is eligible through mental ability at 99<sup>th</sup> percentile plus achievement score.

\_\_\_\_ (3-12) Student is eligible through mental ability at 96<sup>th</sup> percentile or higher plus achievement score.

\_\_\_\_ Student is eligible through reciprocity from another Georgia school.  
Date of eligibility: \_\_\_\_\_

\_\_\_\_ Student is ineligible at this time.

\*\*\*\*\*

**Date sent to parents:** \_\_\_\_\_

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

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

Modified Form Designed by Ruth S. Cowan, 1997

	<b>Eligible REACH</b>	YES	NO
<b>Eligibility Code :</b>	2 Initial eligibility established this year		
	3 Initial Eligibility established previous year		
	4 Referred this year; NOT ELIGIBLE		
<b>Service Code:</b>	1 Served this year; 2 NOT served this year		

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
*Parental Consent for Placement*

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

To the Parents of: \_\_\_\_\_

School: \_\_\_\_\_ Grade \_\_\_\_\_

The Eligibility Team has reviewed the evaluation results of your child who was referred to the gifted program. According to the Georgia Board of Education guidelines, (s)he does meet the eligibility criteria for receiving gifted education services. The results of the evaluations are listed on the enclosed form. The Continuation Procedures for the Gifted Program is found on the back of your copy. Continued placement in the program shall be determined annually. Criteria shall include satisfactory performance, satisfactory behavior, and regular attendance in both the regular classroom and the gifted education classes.

I will be happy to discuss these results with you if you would like. Please contact me at the phone number below to set up an appointment.

A time will be set up for your child to begin receiving gifted services as soon as the enclosed form is signed and returned. If you have questions regarding the program, please do not hesitate to call. You can also learn more about the gifted program on our school district web site: [www.Treutlen.k12.ga.us](http://www.Treutlen.k12.ga.us). Information about the gifted program can be found under the Curriculum page. The gifted program focuses on Georgia Performance standards that are more rigorous and develop cognitive, learning, research and reference, and metacognitive skills.

You have the right to accept or reject this placement in the Gifted Program. We look forward to serving you and your child in the Gifted Program of Treutlen County Schools. If you have questions, please contact \_\_\_\_\_ at \_\_\_\_\_.

Sincerely,

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*Please complete and sign below.*

\_\_\_\_\_ Yes, I understand the criteria for participation in the Treutlen County REACH Program. I agree with the recommended placement for my child.

\_\_\_\_\_ No, I do not agree with the recommended placement for my child.

Reason: \_\_\_\_\_

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



**Treutlen County School System Gifted Program**  
***Parent Questionnaire***

*The information requested below will provide us with a greater understanding of your child's interests and assist us in planning an appropriate learning program. Please complete this form as completely as possible. All information is considered confidential and will be used for information purposes only.*

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

Mother's Name \_\_\_\_\_ Occupation \_\_\_\_\_

Father's Name \_\_\_\_\_ Occupation \_\_\_\_\_

Parent's E-mail address \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

Name(s) of children in family	Grade	Age	Living at home? <i>Yes or No</i>
_____	_____	_____	_____
_____	_____	_____	_____

1. What are your child's strengths and weaknesses? \_\_\_\_\_

\_\_\_\_\_

2. List activities you do together as a family. \_\_\_\_\_

\_\_\_\_\_

3. What discipline strategies work best with your child? \_\_\_\_\_

\_\_\_\_\_

4. List any concerns you have about your child outside of school. \_\_\_\_\_

\_\_\_\_\_

5. List any concerns you have about your child at school. \_\_\_\_\_

\_\_\_\_\_

6. Is your child enrolled in any extracurricular/enrichment activities (dance, karate, etc.)?

\_\_\_\_\_

7. List your child's major interests and how he/she spends leisure time. \_\_\_\_\_

\_\_\_\_\_

8. What do you enjoy the most about your child? \_\_\_\_\_

\_\_\_\_\_

9. List any special concerns for which we may need to make special arrangements, such as medication, transportation, etc. \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_  
Date

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**

**Statement of Non-Eligibility**

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

Dear Parents or Guardians of: \_\_\_\_\_

Your child was referred for evaluation for the gifted program. The Eligibility Committee has completed that process, and according to the Georgia Department of Education guidelines, (s)he does not currently meet the eligibility criteria for gifted education services.

Please encourage your child to continue the excellent academic achievement that contributed to the original decision to refer him or her to the gifted program for consideration.

If you desire a phone conference or an appointment to discuss this decision, please contact

\_\_\_\_\_ at \_\_\_\_\_.

Sincerely,

Enclosure

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
*Notice of Probation*

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

To the Parents of: \_\_\_\_\_

According to the Continuation Procedures for Treutlen County Schools Gifted Program, it has been determined that your child's performance has been unsatisfactory. Continued placement in the gifted program is in jeopardy. Your child will be placed on probation for a nine-week period, effective from \_\_\_\_\_ to \_\_\_\_\_ because of unsatisfactory performance in the:

[ ] Gifted classroom    Subjects: \_\_\_\_\_

The Eligibility Team will meet to develop a Plan of Improvement outlining intervention strategies to help your child improve the unsatisfactory performance. We encourage you to attend this meeting. Please contact me at \_\_\_\_\_ so that we can schedule a meeting at your earliest convenience.

At the end of this probationary period, if the goals of the Plan of Improvement are met, your child will continue receiving gifted education services. If the goals of the Plan of Improvement are not met, your child will be withdrawn from gifted education services. For information about the Continuation Policy, please refer to the back of the Eligibility Form sent you at the time of your child's placement in the program. Should your child be dismissed from the gifted program (s)he may re-enter when the goals of the Plan of Improvement have been met. However, additional assessment may need to be done at the time of re-entry. You will be notified in writing if your child is dismissed from the Gifted Program.

Sincerely,

Gifted Teacher

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
**Plan of Improvement Contract**

Student's Name \_\_\_\_\_ /\_\_\_\_\_/\_\_\_\_\_  
 Date of Birth \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
 Subject or Class Involved      Subject or Class Involved      Subject or Class Involved      Subject or Class Involved

Due to your child's unsatisfactory performance in the gifted classroom, placement in the gifted program is in jeopardy. During this probationary period, your child will have an opportunity to demonstrate improvement in the area(s) identified in this contract. The contract will be in effect from \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_, at which time the undersigned will meet to determine the student's future placement.

Descriptors of Unsatisfactory Performance	Improvement Modifications by Student/Parent	Improvement Modifications by Teacher	Results from Modifications

\_\_\_\_\_  
 Student Signature      Parent/Guardian Signature      Gifted Contact Signature

\_\_\_\_\_  
 Other      Title      Other      Title      Other      Title

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
***Plan of Improvement Successfully Completed***

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

To the Parents/Guardians of: \_\_\_\_\_

We are pleased that your child has met the terms of his/her Plan of Improvement Contract and is no longer on probation for gifted services eligibility. We hope that the improved work habits and performance demonstrated throughout the probationary period will continue so that your child will continue to be able to receive gifted education services.

Please remind your son or daughter of the importance of:

- (1) keeping up with daily assignments, and
- (2) going to his or her teachers for additional help at the first indication of academic problems

In this way, (s)he should be able to avoid the unsatisfactory performance that led to this probation.

Thank you very much for the support you have shown for the school and your child. Working together, we can certainly expect to see continued success.

If you have questions, please contact me at \_\_\_\_\_.

Sincerely,

Gifted Education Teacher

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
***Program Dismissal***

TO: The Parents of \_\_\_\_\_

FROM: Gifted Program Teacher

DATE:

SUBJECT: Participation in the Gifted Program

According to the rules and regulations specified in the Continuation Policy that you received at the time your child was placed for gifted education services, students must maintain satisfactory performance in both regular education and gifted classes in order to continue gifted service. The Eligibility Team at your child's school met earlier and developed a Plan of Improvement identifying academic goals that your child needed to meet during the probationary period. The Eligibility Team has recently met and reviewed your child's progress. Your child has not met the essential requirements for **two grading periods**.

For **Elementary Students**, gifted services will be discontinued effective \_\_\_\_\_.

For **Middle/High Students**, gifted services will be discontinued in the \_\_\_\_\_  
\_\_\_\_\_ Advanced Content class(es) or gifted classes effective \_\_\_\_\_.

Reason(s) for discontinuing gifted education services:

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Your child can be considered for reinstatement of gifted services after a period of one year and upon meeting the continuation criteria for gifted services during this period of time. Current assessment may need to be done at the time of re-entry.

If you wish to discuss this decision with me, please call to set up a conference at \_\_\_\_\_

We will continue to work with your child to achieve the best educational program possible.

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
***Eligibility Committee Team Report***

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

**Purpose of Meeting:** *(Check all that apply for this particular meeting)*

- ☐ Review Referral and/or data collected for possible gifted assessment
- ☐ Determine eligibility of student referred and assessed for gifted
- ☐ Determine academic placement for student meeting gifted eligibility
- ☐ Review academic/behavior probation referrals and create plan of improvement
- ☐ Review re-entry requests
- ☐ Annual Review

**Committee Members:**

- \_\_\_\_\_ Gifted Endorsed Teacher ***(Required)***
- \_\_\_\_\_ Regular Education Teacher ***(Required)***
- \_\_\_\_\_ School Administrator
- \_\_\_\_\_ School Counselor
- \_\_\_\_\_ Instructional Support Specialist
- \_\_\_\_\_ (Title: \_\_\_\_\_)

**Decision made by the Committee:** *(Check and provide reason for decision)*

- ☐ No action needed at this time (Reason: \_\_\_\_\_)
- ☐ More documentation is needed (Explain: \_\_\_\_\_)
- ☐ Continue gifted services for the next school year.
- ☐ Refer for a gifted evaluation (All documents are attached.)
- ☐ Place student for services in area(s) of eligibility: \_\_\_\_\_
- ☐ Student not eligible for gifted services.
- ☐ Allow student to re-enter the gifted program based on attached documentation.
- ☐ Create plan of improvement.
- ☐ Withdraw from program or content area of: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Gifted Teacher*

\_\_\_\_\_  
*Date*

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
***Annual Review for Elementary and Middle School Students***

Name \_\_\_\_\_ Birth date \_\_\_\_\_  
Last First Middle

Current School \_\_\_\_\_ Current Grade \_\_\_\_\_

The Eligibility Team has completed a review of your child's performance in the gifted program and in the regular education program for the current school year. The Eligibility Team recommends the following gifted education services for your child for school year \_\_\_\_\_.

**Program Description**

**I. Delivery Models**

**Direct Services**

\_\_\_\_\_ Resource (K-12)  
\_\_\_\_\_ Cluster Grouping (K-12)  
\_\_\_\_\_ Math \_\_\_\_\_ Reading \_\_\_\_\_ LA  
\_\_\_\_\_ Advanced Content (MS/HS)

**Indirect Services**

\_\_\_\_\_ Collaborative Teaching (K-12)

*Gifted services are provided in at least one content area to be determined by the receiving school.*

\_\_\_\_\_ Math \_\_\_\_\_ Social Studies  
\_\_\_\_\_ English \_\_\_\_\_ Science  
\_\_\_\_\_ Reading/LA \_\_\_\_\_ Directed Study

**II. Contact Hours:** Service in all Direct Service models is a minimum of five segments per week.

**III. Curriculum Focus**

All levels of the gifted program include instruction in skill areas basic to gifted education. These are:

- |                                 |                                   |                |
|---------------------------------|-----------------------------------|----------------|
| (1) Developing Cognitive Skills | (3) Research and Reference Skills | (5) Creativity |
| (2) Learning Skills             | (4) Communication Skills          |                |

The gifted curriculum incorporates these skill areas into units and/or courses of study which deal with one or more of the following content areas: Language Arts, Mathematics, Foreign Language, Social Studies, Science, and/or Technology. Curriculum is differentiated to accommodate areas of strength.

**Elementary:** Advanced Content classes are significantly differentiated from the general curriculum in content, pace, process skills, and student expectations.  
Cluster-grouping – separate lessons plans and/or student contracts

**Middle:** Cluster-grouping – separate lessons plans and/or student contracts  
Advanced Content classes are significantly differentiated from the general curriculum in content, pace, process skills, and student expectations.

\_\_\_\_\_ My child will participate in the Gifted Program at \_\_\_\_\_.

\_\_\_\_\_ My child will no longer participate in the Gifted Program. Reason: \_\_\_\_\_

\_\_\_\_\_ My child will be withdrawing from the Treutlen County School System.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Gifted Education Teacher

\_\_\_\_\_  
Date



# TREUTLEN COUNTY SCHOOL SYSTEM

## Gifted Program

### Annual Review for *HIGH SCHOOL* students

Name \_\_\_\_\_ Birth date \_\_\_\_\_  
Last First Middle

Current School \_\_\_\_\_ Current Grade \_\_\_\_\_

The Eligibility Team has completed a review of your child's performance in the gifted program and in the regular education program for the current school year. The Eligibility Team recommends the following gifted education services for your child for school year \_\_\_\_\_.

### Program Description

***\*\*High school students will be placed on the eligibility roll for the gifted program. Selection of specific classes for gifted students at these levels occurs by student and parent choice. This should be arranged at the time of registration for the upcoming semester/year.***

#### I. Possible Delivery Models

##### Direct Services

\_\_\_\_\_ Resource (K-12)  
\_\_\_\_\_ Cluster Grouping (K-12)  
\_\_\_\_\_ Advanced Content (MS/HS)  
    \_\_\_ Math              \_\_\_ Social Studies  
    \_\_\_ English          \_\_\_ Science  
    \_\_\_ Reading/LA      \_\_\_ Directed Study

##### Indirect Services

\_\_\_\_\_ Collaborative Teaching (K-12)  
\_\_\_\_\_ Mentorship/Internship (9-12)  
\_\_\_\_\_ Post-secondary Options (9-12)

*Advanced Content classes are significantly differentiated from the general curriculum in content, pace, process skills, and student expectations.*

#### II. Contact Hours: Service in all Direct Service models is a minimum of five segments per week.

#### III. Curriculum Focus

All levels of the gifted program include instruction in skill areas basic to gifted education. These are:

- |                                 |                                   |                |
|---------------------------------|-----------------------------------|----------------|
| (1) Developing Cognitive Skills | (3) Research and Reference Skills | (5) Creativity |
| (2) Learning Skills             | (4) Communication Skills          |                |

The gifted curriculum incorporates these skill areas into units and/or courses of study which deal with one or more of the following content areas: Language Arts, Mathematics, Foreign Language, Social Studies, Science, and/or Technology. Curriculum is differentiated to accommodate areas of strength.

\_\_\_\_\_ Annual Review for **First Semester**      \_\_\_\_\_ Annual Review for **Second Semester**

\_\_\_\_\_ My child will participate in the Gifted Program at \_\_\_\_\_.

\_\_\_\_\_ My child will no longer participate in the Gifted Program. Reason: \_\_\_\_\_

\_\_\_\_\_ My child will be withdrawing from the Treutlen County School System.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Gifted Education Teacher

\_\_\_\_\_  
Date

School \_\_\_\_\_ Grade \_\_\_\_\_

Student Name \_\_\_\_\_ Birth date \_\_\_\_\_

Parent \_\_\_\_\_ Phone: Home \_\_\_\_\_ Bus. \_\_\_\_\_

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

Street	City	Zip
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Please complete the following questions. Attach a copy of the most recent report card as well as documentation from your child's classroom teacher that substantiates your request for review for re-entry. Classroom teacher(s) must provide documentation in writing and may submit documentation directly to the Gifted Program supervisor at the central office. Mail completed review packet (Re-entry request form, copy of report card, and classroom teacher documentation) to your local school's Eligibility Team for Gifted Education. The Eligibility Team will review all information. You will be notified in writing of the decision.

1. What are your reasons for requesting a review of your child for re-entry into the gifted program?
2. List specific changes in your child's performance/attitude in school that would affect his/her consideration for participation in the gifted program. You may attach an additional sheet or use the back of this form.

Date

# **TREUTLEN COUNTY SCHOOL SYSTEM**

## **Gifted Program**

### ***Continuation Procedures***

According to Georgia Department of Education, Gifted Program Regulations and Procedures, the performance of students receiving gifted education services will be evaluated annually. This will include evaluation of performance in the regular classroom as well as in the gifted education program.

- Parents of students whose performance is deemed ***satisfactory*** will be notified of the recommendation for continuation in the gifted program.
- Following each grading period, when a student's performance is deemed ***unsatisfactory*** in the gifted education classroom, the parent(s) will be notified that the student's placement is in jeopardy. The student will be placed on probation for the following nine-week grading period. The student will continue to receive gifted education services during the probationary period. At the conclusion of the probationary period, the student's progress will be reviewed. If the student has been able to remediate the deficiency, placement in the gifted program will continue.
- For the elementary program, if the student does not remediate the deficiency, gifted education services will be discontinued following written notice to the parent(s).
- For the middle/high program, gifted education services will be discontinued in the advanced content area and/or gifted education classroom following written notice to the parent(s).

Once a student has been withdrawn from the gifted program or advanced content area, (s)he will be eligible to re-enter the program/advanced content class when the student meets the eligibility criteria in place at the time of the request. The assessment data presented at the time of re-entry shall not be more than two years old.

#### **GUIDELINES:**

##### **Satisfactory Performance – Elementary**

Satisfactory performance in the gifted classrooms shall be based on:

- 85 or above in the gifted classes.

##### **Satisfactory Performance – Middle School and High School**

Satisfactory performance in the gifted classrooms is defined as:

- 80 or above or a 3.0 GPA in gifted classes.

*Approved by Treutlen County Board of Education on March 13, 2017 (date).*

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
***Change in Status Form***

Name \_\_\_\_\_ Birth Date \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_

*Teacher of Gifted Students: Identify with a check mark the correct area of change, provide the necessary information requested, and sign. \*(Be sure a parent or guardian signs when the change pertains to these areas.)*

\_\_\_\_\_ Moving – the student is moving from Treutlen County Schools to \_\_\_\_\_.  
(Elementary Teachers – send the student’s folder with this form to the director.)

\_\_\_\_\_ Anticipating Graduation on \_\_\_\_\_ (date)

\_\_\_\_\_ Re-Entering – This student is re-entering the gifted program, and the effective date is \_\_\_\_\_.  
Explanation and method of documentation is as follows: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Middle School/High School student ineligible in \_\_\_\_\_ (subject area) as a result  
of failure to maintain continuation criteria and terms of “plan of improvement”.

\_\_\_\_\_ Fully Withdrawing – This student is fully withdrawing from the gifted program for one of the following reasons:

\* \_\_\_\_\_ Parent/guardian/student choice. *Requires parent signature.*

\* \_\_\_\_\_ Failure to maintain continuation criteria and terms of “plan of improvement.”

The effective date of withdrawal is \_\_\_\_\_.

\* For Parent/Guardian: I have read the above and understand that if my child is FULLY Withdrawing from the gifted program, he or she must re-qualify to re-enter the program according to the county gifted continuation procedure.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Gifted Teacher

\_\_\_\_\_  
Date

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
**Advanced Content Procedures**

Treutlen County Schools will use the following procedures when identifying gifted students and other high-performing students for Advanced Content courses being taught in all middle schools and all high schools. The Eligibility Team of the school where the Advanced Content course(s) will be taught will review the following:

- Student's previous year performance on the Georgia Milestones Assessment (GMAS) and/or performance on NWEA-MAP in the subject area of the Advanced Content course.
- Previous grades of the student in the subject area of the Advanced Content course.  
*(Gifted and high achieving students must maintain an 80 average in the Advanced Content course each semester to be eligible to remain in the course at the middle school. High school eligibility and continuation are based on the criteria chart established for specific content areas. Gifted students must maintain an 80 average in the high school Honors/Advanced Placement classes each semester to continue eligibility as a gifted student. Failure to maintain the 80 average will discontinue gifted services in the content area and the gifted student must meet the re-entry requirements on page 14 before eligibility for gifted services is re-established.)*
- Acknowledgement from the student that the
  - Advanced Content course will be more rigorous
  - and
  - student is motivated and accepts the challenge of the more rigorous course.

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Gifted Program**  
**Advanced Content Procedures**

Treutlen County Schools will use the following procedures when identifying gifted students and other high-performing students for Advanced Content courses. The Eligibility Team of the school where the Advanced Content course(s) will be taught will review the following:

- Previous year's student performance on the Georgia Milestones Assessment (GMAS) in the subject area of the Advanced Content course (where applicable)
- Previous year's NWEA-MAP performance in the subject area(s) of the Advanced Content course
- Previous year's grades of the student in the subject area of the Advanced Content course
- For grades 1-3, previous year's student performance on the Acadience assessment for ELA Advanced Content course
- Recommendation from a teacher who has taught the student in the subject area of the Advanced Content course
- Acknowledgment from the student that the Advanced Content course will be more rigorous and student is motivated and accepts the challenge of the more rigorous course.

In order for a student to continue in the Advanced Content course(s), the students in grades 1-8 must maintain an average of 80 or above in the course. High school students must pass the course to continue in Advanced Content coursework. Any student who fails to meet the minimum average each grading period will be placed on probation and a probationary contract will be established which specifies the requirements for the student to remain in the Advanced Content class. If the student does not complete the plan satisfactorily and does not achieve the minimum average at the end of the probationary period, the student will be removed from the Advanced Content class and placed in a regular class for that subject area. Gifted students who fail to maintain an 80 average at the end of the probationary period will be withdrawn from the gifted program in that subject area but may remain eligible for services in another subject area if the student meets the eligibility criteria.

**TREUTLEN COUNTY SCHOOL SYSTEM**  
**Referral – Assessment – Eligibility Log**

School \_\_\_\_\_

**Gifted Teacher**

School Year <hr/> Student Name	Referral Type	DOB	Referring Classroom Teacher	Race	Gender	Referral Received	Permission to Test Sent	Permission Received	Ability Test	Assess. Achieve.	Assess. Creativity Scale/TCT	Assess. Motivation Scale/GPA	Eligibility Team Mtg.	Parents Notified of Eligibility	Consent for Service DATE	Program Service Initiated
1.										R M T						
2.										R M T						
3.										R M T						
4.										R M T						
5.										R M T						
6.										R M T						
7.										R M T						
8.										R M T						
9.										R M T						
10.										R M T						