

# **Thomas County Schools Gifted Program Services**



## **Administrative Procedures Manual**

**Revised July 2023**

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## State Manual Artifacts Meetings

# Thomas County Schools Gifted Program

## Mission and Vision

The mission of the Thomas County Schools gifted program is to provide gifted and high achieving students access to an accelerated and enriched curriculum and stimulating learning experiences both inside and outside the classroom that will allow them to achieve intellectual excellence and that will prepare them to successfully compete for academic scholarships and admission to selective colleges and universities.

The vision of the Thomas County Schools gifted program is a team of passionate teachers who inspire their students daily with stimulating and dynamic learning opportunities that prepare students for extraordinary success throughout their school careers and beyond:

- Teachers and students who enjoy academic work and who value the pursuit of excellence,
- Teachers who design fresh learning opportunities to meet the needs of each new class of students.
- A continuously evolving set of new learning opportunities that keep teachers and students fresh and excited.
- Appropriate attention to state curricular standards to ensure that students have the chance to exceed testing expectations without providing a course that excessively drills basic content.
- Development of a culture where high academic achievement is expected, supported, and celebrated.
- A dynamic learning environment that adjusts and grows to meet the needs of its students.
- Students being held to high degrees of excellence in both their academic objectives learned and their contributions made to a larger community.

# **Student Search, Nomination, and Referral**

## **Dissemination of Information**

Information is disseminated regarding the gifted program in Thomas County to students, parents, community members, teachers, and school administrators through a variety of methods including, but not limited to:

- The Thomas County Schools Website: [www.thomas.k12.ga.us](http://www.thomas.k12.ga.us)
- The Thomas County Gifted Program Services Administrative Procedures Manual
- The MERIT Brochure
- Individual School's Student Handbooks
- Individual School's Open Houses and Orientation Meetings
- Individual Teacher Websites
- The Local Newspaper, Thomasville Times-Enterprise
- School and system Facebook and Instagram feeds

## **Communication with Parents of Gifted Students**

Parents of gifted students, or students who are being considered for the gifted program, are provided communication via the official Thomas County Schools gifted forms, located in the appendices of this manual. These forms have been created to inform parents of a student's initial consideration for gifted education services and to request permission for evaluation, a student's eligibility status after an evaluation, the type of services to be offered (initially and annually), the continuation of gifted education services, and the possible discontinuation of gifted education services (including the length of probationary periods and the specific criteria a student must meet to continue receiving gifted education services).

## **Nominations/Referrals**

Nominations can be made by a teacher, a parent or guardian, a counselor, the student himself, or any other responsible person who has knowledge of the student's intellectual function. Appropriate forms are available at each individual school and are included in the appendices of this manual. Automatic referrals will be made based on any one of the following criteria:

- Students who have a **composite** score at or above the 90 percentile on a system wide mental abilities test;
- Students who have a **component** score at or above the 90 percentile on a system wide mental abilities test;
- Students who have a **composite** score at or above the 90 percentile on a system wide achievement test;
- Students who have a **component** score at or above the 90 percentile in reading or math on a system wide achievement test.

The Thomas County gifted referral period is as follows:

- Fall
  - 1<sup>st</sup>-12<sup>th</sup> Grade Students New to the Thomas County School System
  - 2<sup>nd</sup>-12<sup>th</sup> Grade Students Open Referral Period
  - K Teachers Complete Classroom Talent Search
  - Iowa Assessment Administered in Grades 1-4, and 6
- Winter
  - 1<sup>st</sup> Grade Students and Students New to the Thomas County School System
- Spring
  - K-12<sup>th</sup> Grade Students Open Referral Period

Students who were considered for GIFTED during the previous school year and found not eligible can be reconsidered the next year. Teachers of the gifted will review prior eligibility data and consider updated scores available. If additional evaluation is needed or if the student becomes eligible, the parent will be notified.

Scores from group test administrations (Iowa Assessments, CogAT, and PSAT in select grades) are reviewed annually by teachers of the gifted. Any student who has test scores at or above the state's eligibility criteria is noted for consideration.

### **GIFTED Teacher Timeline and Procedures**

#### **Preplanning**

- Update **Gifted Program Referral/Eligibility Report** with scores from standardized testing completed in the spring. One copy goes in the student's permanent record file. Record on the student's folder the year of eligibility or note that the student is not eligible.
- Send copy of **Testing Report** to System Gifted Coordinator.
- Send **Letter to parents** regarding gifted placement.
  - For those who did not qualify, Appendix 13
  - For those who do qualify, Appendix 14
- Obtain gifted roster from guidance department and work out class schedule.
- Obtain student folders from previous teacher and maintain records.

#### **First Week of School Year**

- When classes begin, hand out **Contract** form. This form must be filled out completely for the student to be in the program.

#### **End of 2<sup>nd</sup> 9 Weeks**

- At the end of 2<sup>nd</sup> 9 weeks, give **Classroom Talents Search** to K-4 teachers.
- By **October 1**, send **Updated Roster of Newly-Identified Gifted Students** (FTE) to System Gifted Coordinator and school Infinite Campus/Student Information Services operator.

### **After Each Nine Weeks**

- Check eligibility on each student you teach.
- If a child does not meet the continuation criteria they will begin the Response to Intervention process.
- If a child meets the continuation criteria for the following nine weeks, after being on probation the previous nine weeks, he/she is considered off probation.
- Make a list of the students on probation each nine weeks.

### **January**

- Fill out **Testing Report**, and update as information is available. Students must meet three of the four criteria. If testing (COGAT or Torrance) is needed, a **Permission to Test** form must be given to each recommended student and must be returned with a parent signature before testing may begin.

### **Beginning of March**

- Send letter and copy of **Teacher Inventory** to teachers requesting referrals.
- Fill out **Gifted Program Referral/Eligibility Report** and a file folder for each student recommended. Check permanent records for test scores and grades for previous year.
- By **March 1**, send **Updated Teacher Roster** to System Gifted Coordinator and school student information system operator.
- Test students before the end of the school year.
- Send completed answer sheets to Director of Honors, Gifted, & Accelerated Instruction. Scores will be returned in late summer or early fall as soon as they arrive.

### **End of Year**

- If needed, put **Notice of Probation** form in report card.
- If needed, put **Notice of Probation** form in permanent record.
- Complete an **Annual Review** for each child.
  - Send the pink copy with the report card.
  - Place the yellow copy in the permanent record.
  - Put the white copy in the student's gifted folder.
- Complete **Testing Report**, noting students who are and are not eligible, as well as students for whom you are awaiting test results. Keep a copy of this, and turn in a copy to the guidance counselor/principal to help with placement for the following year.
- Send **Testing Report** and **student folders** to next school, if necessary.

## **Determination of Eligibility**

In compliance with Georgia State Board of Education Rule 160-4-2.38, evaluation data for all students referred is gathered in four areas: Mental Ability, Achievement, Creativity, and Motivation. Students eligible for gifted services may qualify with:

- Option A – Declaration of qualification based mental ability and achievement scores which meet the criteria established (See Table 1).
- Option B – Declaration of qualification based on meeting three of four multiple criteria categories established by Rule 160-4-2.38 (see Table 2).

*Table 1, Georgia Gifted Eligibility Criteria for Mental Ability and Achievement Scores*

<b>Grade Level</b>	<b>Mental Ability</b>	<b>Achievement Test</b>
K-2	99 <sup>th</sup> Percentile Composite	≥90 <sup>th</sup> Percentile Total Reading ≥90 <sup>th</sup> Percentile Total Math ≥90 <sup>th</sup> Percentile Composite
3-12	≥96 <sup>th</sup> Percentile Composite	≥90 <sup>th</sup> Percentile Total Reading ≥90 <sup>th</sup> Percentile Total Math ≥90 <sup>th</sup> Percentile Composite



*Table 2, Georgia Gifted Eligibility Multiple Criteria Categories*

<b>Category</b>	<b>Uses</b>	<b>Eligibility Criteria</b>
Mental Ability	<ul style="list-style-type: none"> <li>Standardized mental ability tests meeting criteria</li> </ul>	<ul style="list-style-type: none"> <li>≥96<sup>th</sup> Percentile Composite Score</li> <li>≥96<sup>th</sup> Percentile Nonverbal Score</li> <li>≥96<sup>th</sup> Percentile Verbal Score</li> <li>≥96<sup>th</sup> Percentile Quantitative Score</li> </ul>
Achievement	<ul style="list-style-type: none"> <li>Standardized achievement tests meeting criteria</li> <li>Products/Performances (middle and high school)</li> </ul>	<ul style="list-style-type: none"> <li>≥90<sup>th</sup> Percentile Total Battery</li> <li>≥90<sup>th</sup> Percentile Math Score</li> <li>≥90<sup>th</sup> Percentile Reading Score</li> <li>Superior performance; a score ≥90 on a scale of 1-100 as evaluated by a panel of three or more individuals</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>Standardized creativity tests meeting criteria</li> <li>Products/Performances (middle and high school)</li> </ul>	<ul style="list-style-type: none"> <li>≥90<sup>th</sup> Percentile Total Battery</li> <li>Superior rating; a score of ≥90 on a scale of 1-100 on a student-generated product/performance using standardized creativity characteristics rating scales</li> <li>Superior performance; a score of ≥90 on a scale of 1-100 as evaluated by a panel of three or more individuals</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>Standardized Motivational Rating (K-5)</li> <li>Grade Point Average (6-12)</li> </ul>	<ul style="list-style-type: none"> <li>Score of ≥90 on a standardized motivational characteristics rating scale</li> <li>Superior performance; a score of ≥90 on a scale of 1-100 as evaluated by a panel of three or more individuals</li> <li>GPA ≥3.5 (on a 4.0 scale) over previous 2 years</li> </ul>

Note: Eligibility determination must include a nationally normed test and observational data; information shall be collected for each of the four categories of eligibility; students must meet criteria in three of the four categories; criteria used by panels of three or more individuals to rate products are developed locally; any eligibility used to establish eligibility in one category shall not be used to establish eligibility in another category.

### **Notification of Eligibility Status**

Parents will be notified, via US mail, of the determinations made by each individual school's GIFTED Eligibility Committee using the appropriate GIFTED forms, located in the appendices of this manual.

Any student eligible for the GIFTED program will be served once a parent or guardian has signed the appropriate placement form for eligible students. At that time, a placement meeting may be held. Eligible student files will be kept in an active file at the central office.

If a student is deemed ineligible, the student will continue to participate in regular classroom activities. Upon parental request, other enrichment options may be discussed. Ineligible student files will be kept in an inactive file at the home school for a period of five years.

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

## **Continuation Criteria**

Continuation requires that a student maintain satisfactory performance in the Gifted Program as noted by regular attendance, active participation, appropriate conduct and attitude for learning, completion of assignments, and acceptable academic achievement.

### **Elementary School**

Achievement guidelines include meeting and/or exceeding the standards in all subject areas for the nine week period. Extenuating circumstances will be taken into consideration. Final decisions for continuation rest with the teacher of the gifted and the program director.

Students failing to meet the continuation criteria in elementary grades will be:

- automatically placed in the next level of the RTI process: The RTI process will be for one nine week period. A conference will be held between all teachers of the gifted student before placing a student in the RTI process. The gifted teacher is responsible for placing students on the RTI process. If a student is placed in the RTI process at the end of the year, the student will be served the first nine weeks of the following school year. Parents are notified in writing when a student is placed in RTI.

### **Middle and High School**

Most students identified as gifted will want to participate in the MERIT program, classes consisting of advanced content for all four academic areas, plus Spanish. Students identified as gifted but opting out of the MERIT curriculum will still receive gifted services. Achievement guidelines include maintaining at least an 80 average in regular education classes of language arts, reading, math, science, social studies, and Spanish for the nine week period, as well as satisfactory performance in the gifted class as determined by the gifted teacher. Extenuating circumstances will be taken into consideration. Final decisions for continuation rest with the teacher of the gifted and the program director.

Students failing to meet the continuation criteria in middle grades will be:

- automatically placed in the next level of the RTI process: The RTI process will be for one nine week period. A conference will be held between all teachers of the gifted student before placing a student in the RTI process. The gifted teacher is responsible for placing students on the RTI process. If a student is placed in the RTI process at the end of the year, the student will be served the first nine weeks of the following school year. Parents are notified in writing when a student is placed in RTI.

### **Withdrawal/Termination**

Parents may choose to withdraw a student from the program at the end of a grading period at the elementary school level or at the semester on the middle school and high school level (extenuating circumstances will be evaluated on a case-by-case basis by the individual school's Eligibility Committee). If at a later time the student wishes to re-enter, the program application will be evaluated by the gifted committee.

Students wishing to re-enroll in the GIFTED program after being terminated may submit a request in writing following at least one year of termination. If the student's qualifying test scores are current within the two year time frame, no additional testing will be necessary. If the scores are not current, eligibility must be re-established based on the criteria stated on pages 3-5 of this manual.

## Student Assessment

### Collection of Information

The gifted program teacher will gather pertinent biographical information including parental permission for evaluation and any previous test results. The gifted teacher or other authorized party will administer the appropriate mental abilities, achievement, creativity and motivation tests (See Table 3). Test scores on such instruments may be **no older than two years**. When a student's score is within one standard error of measurement on a test, a second test must be administered. The gifted teacher will record all information on the appropriate forms and present to the individual school's Eligibility Committee.

To ensure equal access to gifted education services, evaluation measures for all students are as follows:

*Table 3, Thomas County Schools Evaluation Measures*

Category	Grade Level	Evaluation Measure
Mental Ability	<ul style="list-style-type: none"><li>• K-12</li></ul>	<ul style="list-style-type: none"><li>• NNAT, WISC, Cognitive Abilities Test (CogAT)</li></ul>
Achievement	<ul style="list-style-type: none"><li>• 3-8</li><li>• 8-12</li></ul>	<ul style="list-style-type: none"><li>• Iowa Assessments (formerly ITBS)</li><li>• Preliminary Scholastic Aptitude Test (PSAT)</li></ul>
Creativity	<ul style="list-style-type: none"><li>• K-12</li><li>• 6-12</li></ul>	<ul style="list-style-type: none"><li>• Torrance Test of Creative Thinking (TTCT), GATES</li><li>• Renzulli Scales for Creativity</li></ul>
Motivation	<ul style="list-style-type: none"><li>• K-12</li><li>• K-12</li><li>• K-12</li><li>• 6-12</li></ul>	<ul style="list-style-type: none"><li>• Renzulli Motivation Checklist</li><li>• Parent Inventory</li><li>• Teacher Inventory</li><li>• Grade Point Average (GPA)</li></ul>

**\*\*Only one checklist or scale can be used to determine eligibility.**

Additional follow-up evaluation may be requested by eligibility teams based on special circumstances and/or specific individual need as indicated by the initial evaluation results.

### Diversity Issues

Gifted program teachers make every effort to search for all gifted students within each school. No student is denied an eligibility determination based on ethnicity. When necessary, interpreters are available for use by gifted program teachers to communicate with parents who do not speak English. The Thomas County School System uses TransACT to have forms available in a student's home language.

## **Statistical Data**

Statistical data will be maintained on the number of students tested, the number and type of referrals, the number of students eligible, and the number of students actually served during a year. This information also includes gender and ethnicity data.

## **Outside Test Data (Private Testing)**

Each individual School's GIFTED Eligibility Committee may consider test data that were gathered and analyzed outside the school system. However, according to Rule 160-4-2-.38, these outside data shall not be substituted for data the school generates during the testing/evaluation process.

Any student who meets the state eligibility criteria for gifted education is eligible to receive services. However, a student transferring in from another school system within the state shall meet the criteria for continuation of services established by the Thomas County Board of Education. Students from other states must meet the state of Georgia criteria for placement in the gifted program.

## **Transfer Students**

Eligibility of students who transfer into the school system is determined as follows:

- **Within the State of Georgia (reciprocity)**  
Students transferring from a school system within Georgia, who have been identified per state criteria (Rule 160-4-2-.38), are eligible for services without further evaluation provided adequate documentation of eligibility is available and/or verifiable and the student meets local continuation criteria. Parent or guardian is notified to provide consent for placement and offered an opportunity to meet to discuss appropriate service delivery options and the local continuation policy.
- **Outside the State of Georgia (no reciprocity)**  
Students transferring from an out of state school system are referred to the gifted program teacher for consideration as soon as records are available. Regular referral procedures are followed to determine the need for evaluation and/or eligibility for service. **Note:** Per Rule 160-4-2-.38 any test score used to establish eligibility shall be current and within two-calendar years.

## **Transfer Placement Procedures**

- Parent or guardian requests psychological, eligibility report, and any other program eligibility records from former school.
- Parent or guardian verifies that scores comply with Georgia guidelines and Georgia approved tests.
- District's GIFTED Eligibility Committee determines if student meets Georgia eligibility requirements upon receipt of the required records.
- If eligible, gifted teacher determines placement.

# Program Design

## Description

The aim of the Thomas County Program for the Gifted is to provide new and challenging experiences not ordinarily included in the regular curriculum and to offer students an arena in which to explore new concepts, procedures, and diverse paths toward knowledge.

## Gifted Goals

### **Elementary School**

- To develop productive thinking skills in the areas of critical thinking, creativity, problem solving and logic.
- To stress the gathering and interpreting of information from multiple and varied resources in order to extend knowledge.
- To develop competency in sharing ideas, information and products in a variety of ways in order to foster communication skills.
- To enhance personal development and effectiveness through the development of organization and social interaction.

### **Middle School**

- To develop productive thinking skills of critical thinking, creativity, problem solving and logic.
- To stress the gathering and interpreting of information from multiple and varied resources in order to extend knowledge.
- To develop competency in sharing ideas, information and products in a variety of ways in order to foster communication skills.
- To enhance personal development and effectiveness through the development of organization and social interaction.
- To focus on significant, universal issues, problems and themes while facilitating the understanding of relationships within and between disciplines.
- To provide opportunities for self-selected, in-depth learning within an area of study.
- To develop an awareness of gifted characteristics in order to foster self-understanding.

### **High School**

- To develop productive thinking skills of critical thinking, creativity, problem solving and logic.
- To stress the gathering and interpreting of information from multiple and varied resources in order to extend knowledge.
- To develop competency in sharing ideas, information and products in a variety of ways in order to foster communication skills.
- To enhance personal development and effectiveness through the development of organization and social interaction.

- To focus on significant, universal issues, problems and themes while facilitating the understanding of relationships within and between disciplines.
- To provide opportunities for self-selected, in-depth learning within an area of study.
- To develop an awareness of gifted characteristics in order to foster self-understanding.
- To develop advanced and abstract understandings of knowledge beyond regular course and grade level expectations.
- To develop roles of leadership by extending self and skills.

These goals are addressed through program content designed to involve students as active participants in learning and aid students in developing skills and processes used in the pursuit of knowledge. Teaching strategies include focused classroom activities, teacher directed research and projects, guest speakers, academic contests and competitions, use of technology and field experiences.

### **Delivery of Program**

To meet the needs of gifted students throughout each day, all classroom teachers differentiate the curriculum and document program resources and procedures in their unit plans. In addition to the differentiated instruction within all classes, including the enrichment and acceleration of the Georgia Standards of Excellence, each school extends the regular classroom for gifted students. All students served in the gifted program in Thomas County receive a minimum of five segments of services each week.

### **Elementary School Model –Cluster and Advanced Content**

Identified gifted students in grades K-2 are served one day per week by the gifted endorsed gifted teacher for six contact hours, beginning second semester for kindergarten. The curriculum of interdisciplinary thematic units is academically based in science, social studies, mathematics, and language arts, while integrating fine arts, vocational awareness, and technology, since the gifted teachers enrich and accelerate the Georgia Standards of Excellence.

The gifted endorsed gifted teachers use interdisciplinary units that enrich and accelerate the Georgia Standards of Excellence, match the advanced learning needs of their students, and challenge higher level thinking for the younger gifted students.

### **Middle School Model – Advanced Content, Cluster, and Collaborative Teaching**

The MERIT program (Maximizing Education to Realize Intellectual Transformation), will consist of an academic team of students at each grade level in grades 5-8 and a series of advanced courses for students in grades 9-12. MERIT students will receive advanced content and accelerated instruction in academic subjects with “Honors” classes for students in their identified area(s) of strength. MERIT will offer the most comprehensive and flexible academic options for gifted and accelerated study in our area. The program will allow MERIT students to enroll in accelerated classes and select up to four areas for advanced academic study while continuing to be part of the same exploratory or elective schedule as their peers who are not in the accelerated program.



The purpose of the MERIT program is to challenge students to achieve their maximum academic potential while providing a supportive learning environment for advanced study and recognition for outstanding academic achievement.

The MERIT teams will offer students in grades 5-8 the option to take "Honors" level classes in their area(s) of identified strength. Beginning in fifth grade, students will receive an academic course in Spanish each year, allowing students who begin the program by fifth grade to earn two full years of high school Spanish credit while still in middle school. Middle school MERIT students will have the opportunity to earn high school credits in English, math, foreign language, and science.

Students on a MERIT team will continue to have exploratory classes with their grade level and will have full access to all exploratory classes offered. To qualify for placement on a middle school MERIT team, students must meet the following criteria:

- Meet or exceed expectations on every section of the most recent Georgia Milestones
- Have no serious disciplinary referrals within the last year and/or no more than two minor referrals within the last year: a serious referral is one which resulted in a home suspension of three days or more
- Submit an application
- Provide a letter of support (Parent/Student Compact) signed by the parent and the student
- Gifted eligibility OR three of the following :
  - Achievement at or above the 75th percentile on the reading and math sections of the most recent Iowa Assessments
  - All A's or all A's and one B in core academic classes for the previous year
  - Achievement at or above the 75th percentile on the most recent CogAT or other test of mental ability
  - Exceed expectations in a minimum of three areas on the most recent Georgia Milestones

### **High School Model – Cluster and Advanced Content Options**

At the high school level, the MERIT Program consists of a program of study which includes a series of Honors, Advanced Placement, and College Level courses. To be considered a high school MERIT student, a student must complete a prescribed number of designated classes as explained in the attachment. Students who qualify may enroll in a program to earn a full college associates degree by the time that they graduate from high school. There is no formal application for the high school MERIT program as the designation will be determined by academic course selection. High school students will earn and maintain MERIT status by completing the required program of study, participating in the required activities, maintaining the appropriate grade-point average, and completing the required community service hours.

In high school, gifted students have a variety of options for daily service. The primary options include Honors classes, Advanced Placement (AP) courses, and ACCEL offerings. Honors classes provide differentiation in English, science, math, social studies, and fine arts. These classes, scheduled in compliance with the Georgia Performance Standards for each grade level, are preparatory to Advanced Placement courses for students. Advanced Placement courses also provide a minimum of five segments per week of differentiation for gifted students through acceleration. These courses, offered through the College Board, allow students to complete college-level courses while still in secondary school. Identified gifted students may be approved for advanced placement studies in one or more academic

content areas (math, science, social studies, English, and fine arts). Teachers for these courses are certified in their appropriate content area, have been trained by the College Board in their specific AP course, and have had at least 10 hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students.

## Curriculum and Instruction

Gifted education teachers collaborate to plan instruction that supports the Georgia Standards of Excellence and meets assessed needs of gifted students for more elaborate, complex and in- depth study of major ideas, problems, and themes. Activities provide students the opportunity to extend learning in research and reference, and communication and technology, define personal learning goals, and monitor progress toward achieving them (See Table 4). Materials and equipment are selected to meet sequential and developmental needs of gifted students. On an annual basis, gifted program teachers review and revise the units being taught to identified gifted students. Such a review and evaluation helps maintain program effectiveness.

Table 4, *Thomas County Schools Gifted Program Standards*

Standard	Skill	Expectations
Process	Critical Thinking	<ul style="list-style-type: none"> <li>• Listens, observes, compares, and scrutinizes evidence closely looking for subtleties and not so obvious connections</li> <li>• Asks thoughtful questions that deepen understanding and advance creative production</li> <li>• Demonstrates a systematic organizational approach in analyzing a problem by interpreting evidence and using effective problem solving strategies</li> </ul>
Process	Communication	<ul style="list-style-type: none"> <li>• Communicates clearly and effectively orally</li> <li>• Communicates clearly and effectively in a variety of written forms</li> <li>• Communicates clearly and effectively using visual forms</li> </ul>
Process	Logical Problem Solving	<ul style="list-style-type: none"> <li>• Analyzes the problem</li> <li>• Devises strategies for solving the problem</li> <li>• Implements the plan</li> <li>• Evaluates the results</li> </ul>
Process	Research	<ul style="list-style-type: none"> <li>• Uses a variety of data collecting sources effectively</li> <li>• Distinguishes reliable for unreliable sources</li> <li>• Extracts pertinent facts from source</li> <li>• Analyzes and synthesizes in own words</li> <li>• Documents sources</li> </ul>
Process	Creative Thinking	<ul style="list-style-type: none"> <li>• Demonstrates original and imaginative thinking</li> <li>• Generates many varied and unusual ideas (fluency/flexibility)</li> <li>• Willing to take risks</li> </ul>

<b>Standard</b>	<b>Skill</b>	<b>Expectations</b>
Personal Development	Self-Directed Learner	<ul style="list-style-type: none"> <li>• Demonstrates responsible leadership and teamwork within a group</li> <li>• Exhibits time management and self-monitoring skills to improve academic achievement</li> <li>• Attempts challenging tasks independently and maintains necessary focus</li> <li>• Sets goals for improvement</li> </ul>
Personal Development	Collaborative Worker	<ul style="list-style-type: none"> <li>• Works well with others</li> <li>• Contributes in a positive way</li> <li>• Completes his/her portion of a project</li> <li>• Accepts responsibility for group results</li> </ul>
Personal Development	Responsible Citizen	<ul style="list-style-type: none"> <li>• Is considerate of others</li> <li>• Practices appropriate school behavior</li> <li>• Solves problems independently in appropriate ways</li> </ul>
Performance	Problem or Project-Based	<ul style="list-style-type: none"> <li>• Selects and plans intricate projects involving complex, relevant ideas amidst high level content</li> <li>• Follows through to completion</li> <li>• Asks for constructive criticism</li> <li>• Corrects mistakes</li> <li>• Evaluates and reflects on the quality of final product</li> <li>• Sets high level criteria for success</li> <li>• Produces work of sophisticated and exemplary quality</li> </ul>

# **Professional Development**

## **Expectations of Gifted Teachers**

- Obtain and maintain gifted endorsement
- Plan and teach GIFTED classes following county guidelines
- Use Google Classroom with elementary and secondary gifted students
- Follow the Thomas County School System GIFTED procedures as outlined in this Administrative Procedures Manual
- Administer testing and complete eligibility reports in a timely fashion
- Participate in Eligibility Meetings and follow guidance of the system gifted coordinator
- Communicate to parents in a timely manner
- Work directly under the supervision of the building administrator

## **Opportunities**

The Thomas County School system provides professional learning opportunities in order to improve the quality of instruction and services provided to all students, including gifted learners. Such professional learning is available through workshops, scholarships, professional conferences and conventions, course work, ongoing in service activities, pre- and post-planning days, and professional literature. Teachers and administrative personnel are encouraged to draw on other available resources such as college and university courses, Georgia Learning Resources System (GLRS), Regional Educational Services Agencies (RESA), and the Georgia Department of Education.

# Family and Community Involvement

## Dissemination of Information

Gifted program teachers seek to keep families informed of activities and events taking place within their classrooms and that effect gifted program students. One of the primary ways this is done is through the use of frequent written communication via newsletters, notes, and letters.

In addition, GIFTED teachers disseminate information regarding the gifted program in Thomas County to students, parents, community members, teachers, and school administrators through a variety of methods including, but not limited to:

- The Thomas County Schools Website: [www.thomas.k12.ga.us](http://www.thomas.k12.ga.us)
- The Thomas County Gifted Program Services Administrative Procedures Manual
- The GIFTED Brochure
- Individual School's Student Handbooks
- Individual School's Open Houses
- Individual School's Orientation Meetings
- Individual GIFTED teacher's Websites
- The Local Newspaper, *Thomasville Times-Enterprise*
- School and system Facebook profiles

## Gifted Records

Gifted records are maintained at the central office and should be requested separately from other school records when students are withdrawing or transferring.

## Additional Information

For further assistance or concerns regarding Gifted Services, you may contact Ms. Robin Cartright, Curriculum Director (229-225-4380 extension 158 or email [rcartright@tcjackets.net](mailto:rcartright@tcjackets.net)).

For more information on a state and national level, check out these sites:

- The Georgia Association for Gifted Children [www.gagc.org](http://www.gagc.org)
- The National Association for Gifted Children [www.nagc.org](http://www.nagc.org)

(1) **DEFINITIONS.**

- (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.
- (c) **Qualified Evaluators** - individuals with expertise in relevant fields. Anyone who evaluates student products/performances for the purpose of determining gifted program eligibility must have demonstrated expertise and experience in the specific content area. Local school systems are responsible for training evaluators of student products/performances in the application of adopted observation/evaluation instruments in a culturally sensitive manner. A list of qualified evaluators, the evaluation guidelines, and documentation of training procedures will be maintained by the local board of education.

(2) **REQUIREMENTS.**

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

2. **Automatic Referral.** Students who score at specified levels on a norm referenced test as described below shall be considered automatically, as defined in Appendix A of the Georgia Department of Education Resource Manual for Gifted Education Services, for further assessment to determine eligibility for gifted program services.

(i) Local boards of education shall establish the criterion score needed on these norm-referenced tests for automatic consideration for further assessment.

(ii) Local boards of education shall ensure that any 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 nondiscriminatory with respect to race, religion, national origin, sex, disabilities or economic background.

(c) **Consent.** Local school systems shall obtain written consent for testing from parents or guardians of students who are being considered for gifted education services. Written consent from parents or guardians is also necessary before students determined to be eligible for gifted education services can receive these services.

(d) **Eligibility.** The local board of education shall not adopt eligibility criteria that are inconsistent with this rule.

(e) **State Reporting Requirements.** The local board of education shall submit to the Georgia Department of Education a copy of its administrative procedures for the operation of a program for gifted students in grades K-12. The local system shall review and revise (if revisions are needed) its local administrative procedures at least annually. An updated copy of the local administrative procedures shall be submitted to the Department of Education whenever changes are made.

1. **Initial Eligibility.**

(i) 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 standardized test of mental ability and meet one of the achievement criteria described below, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability (intelligence), achievement, creativity and motivation.

(ii) To be eligible for gifted education services, a student must meet the criterion score on a nationally normed test and either have 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 data categories for all students who are referred for gifted program evaluation. Any data used in one area to establish a student's eligibility shall not be used in any other data category.

(iii) Any test score used to establish eligibility shall be current within two calendar years.

(I) **Mental Ability.** Students shall score at the 96th percentile on a composite or full scale score or appropriate component score, as defined in Appendix A of the Georgia Department of Education Resource Manual for Gifted Education Services, on a standardized test of mental ability.



- I. Mental ability tests shall be the most current editions of published tests that measure intelligence or cognitive ability, have been reviewed for bias and normed on a nationally representative sample that included minority representation within a 10-year period (group tests) prior to administration. These tests shall yield percentile rankings by age(s).
  - II. Mental ability tests that were designed to be administered individually must be administered by a qualified psychological examiner. (See Rule 60-4-7-.07 Evaluations and Eligibility Determinations.)
- (II) **Achievement.** Students shall (a) score at the 90th percentile on the total battery, total math or total reading section(s) of a standardized achievement test; or (b) have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score 90 on a scale of 1-100 as evaluated by a panel of three or more qualified evaluators.
- I. Standardized achievement tests shall be the most current editions of tests that measure reading skills, including comprehension, and shall give a total reading score and/or a total mathematics score based upon a combination of scores in math concepts and applications. These tests shall have been reviewed for bias and normed on a nationally representative sample that included minority representation within a 10-year period prior to administration. These tests shall yield percentile rankings by age(s) or grade(s).
  - II. Performances and products shall be judged by a panel of three or more qualified evaluators and must have been produced within the two years prior to evaluation.
- (III) **Creativity.** Students shall (a) score at the 90<sup>th</sup> percentile on the total battery score of a standardized test of creative thinking, or (b) receive a score at the 90<sup>th</sup> percentile on a standardized creativity characteristics rating scale, or (c) receive from a panel of three or more qualified evaluators a score 90 on a scale of 1-100 on a structured observation/evaluation of creative products and/or performances.
- I. Standardized tests of creative thinking shall be the most current editions of tests that provide scores of fluency, originality, and elaboration. Minimum requirements also include: (a) outside empirical support for the test; (b) long-term follow-up studies; and (c) comparison measures against other recognized measures of creativity. These tests shall have been reviewed for bias and normed on a nationally representative sample that included minority representation. These tests shall yield percentile rankings by age(s) or grade(s).
  - II. Rating scales used to evaluate creativity shall relate to the construct of creativity and differentiate levels such that judgments equivalent to the 90th percentile are possible.
  - 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/performances submitted shall be reviewed by a

panel of three or more qualified evaluators as part of a comprehensive portfolio of creative productivity.

- IV. **Motivation.** Students shall (a) receive a score at the 90<sup>th</sup> percentile on a standardized motivational characteristics rating scale, or (b) receive from a panel of three or more qualified evaluators a score 90 on a scale of 1-100 on a structured observation/evaluation of student-generated products and/or performances, or (c) have a grade point average (GPA) of at least 3.5 on a 4.0 scale (as defined in Appendix A of the Georgia Department of Education Resource Manual for Gifted Education Services), where a 4.0 = A and 3.0 = B, using an average of grades from the regular school program over the previous two school years if the student is in grades 3-12.
- I. Rating scales used to evaluate student motivation shall relate to the construct of motivation and differentiate levels such that judgments equivalent to the 90<sup>th</sup> percentile are possible.
  - 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/performances submitted shall be reviewed by a panel of three or more qualified evaluators as part of a comprehensive portfolio that demonstrates a high degree of motivation and consistent productivity.
  - III. GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, language arts, social studies and foreign language, if such language study is included in the student's records.
2. **Assessment data** that were gathered and analyzed by a source outside the student's school or school system must be considered as part of the nomination and evaluation process. However, these outside data shall not be substituted for data the school generates during the testing/evaluation process and may never be the sole source of assessment data. Systems shall never rely on them exclusively for determination of eligibility for gifted program services. Instead, outside test data may be used as part of a comprehensive profile of test and non-test evidence of advanced instructional needs. If any system elects to use outside test data to help establish students' eligibility, the local board of education shall collect and maintain statistical data that will allow the Department of Education to evaluate the impact of this practice on the identification of gifted students from all ethnic and socioeconomic groups.
  3. **Continued Participation.** Local boards of education 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 regular and gifted education classes, as described in the local board's Continuation Policy.
- (i) Local boards of education shall provide to any student who fails to maintain satisfactory performance in regular and gifted education classes a probationary period in which the student 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 local board of education.

- (ii) Students who fail to demonstrate satisfactory performance in both regular and gifted education classes during the probationary period and for whom gifted services are no longer appropriate shall have a final review before cessation of services occurs. A student may resume receiving gifted education services upon meeting the criteria adopted by the local board of education for the continuation of gifted services.
- 4. **Reciprocity.** Any student who meets the state eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system within the state. However, a student transferring from one school system to another within the state shall meet the criteria for continuation of gifted services established by the local board of education of the receiving school system. There is no mandate reciprocity between states.

(f) **Curriculum and Services to Be Provided.**

1. Local boards of education shall develop curricula for gifted students that incorporate the State Board of Education-approved student competencies and Quality Core Curriculum. Curriculum objectives 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, language arts, social studies, foreign language, fine arts and vocational/technical education. Local boards of education shall submit to the Georgia Department of Education a description of the differentiated curricula used for instruction of gifted students. The local system shall review and revise (if revisions are needed) its curricula for gifted students at least annually. An updated copy of the local program description shall be submitted to the Department of Education whenever changes are made.
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 Appendix A of the Georgia Department of Education Resource Manual for Gifted Education Services.

(g) **Data Collection.**

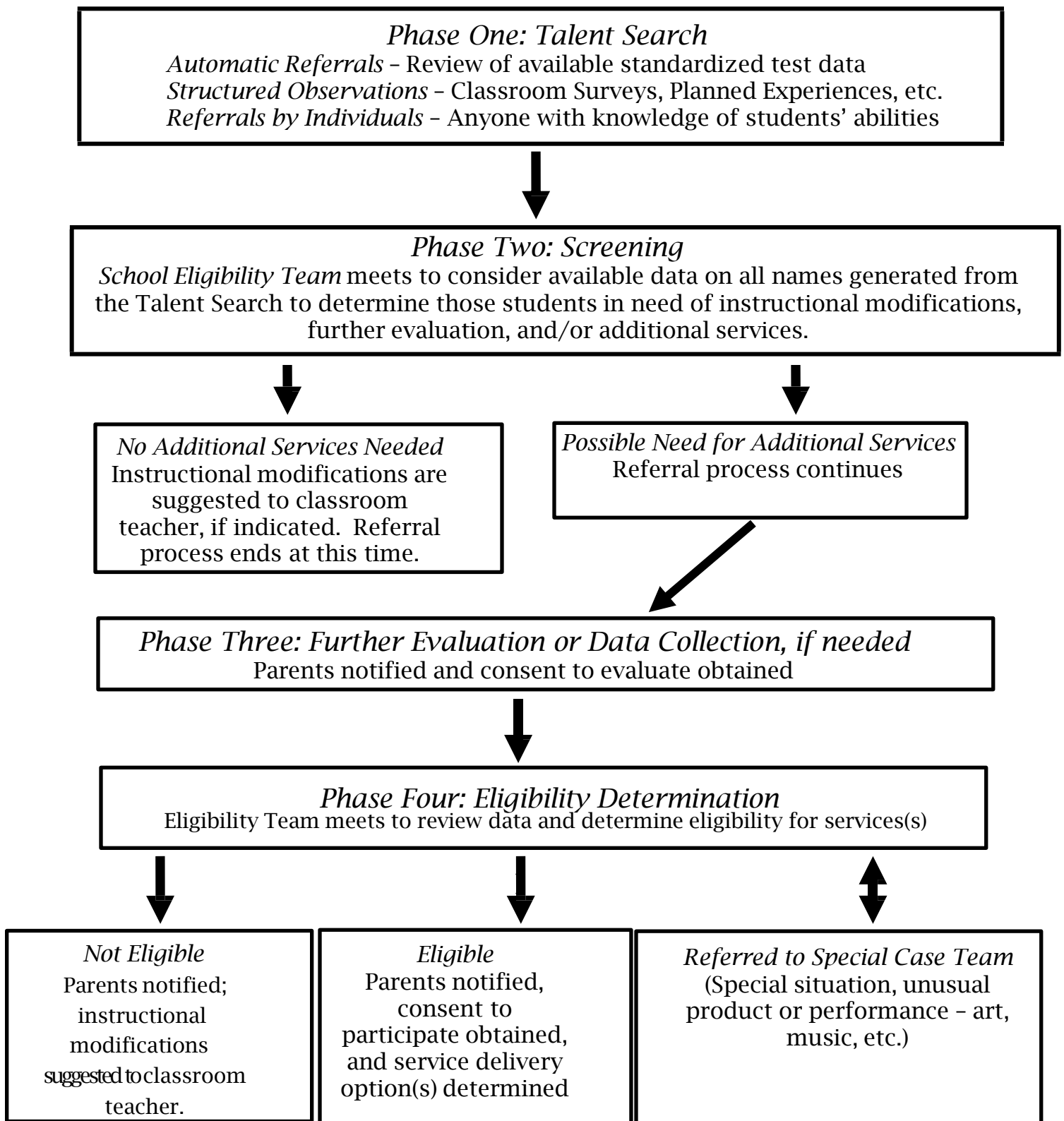
1. Local boards of education shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be kept by grade level, gender, and ethnic group of the students.
2. The Georgia Department of Education shall evaluate gifted program effectiveness every three years. To the maximum extent possible, this evaluation shall include the following program components: (a) the Student Search, Nomination, and Referral Process; (b) Student Assessment; (c) Program Design; (d) Curriculum and Instruction; (e) Professional Development; and (f) Family-Community Involvement.
3. Rule 160-4-2-.08 GIFTED EDUCATION shall expire and this rule shall become effective on August 1, 1998.

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

**Adopted: February 12, 1998**

**Effective: March 9, 1998**

## Thomas County Schools Gifted Referral Flowchart



## TAB Descriptors

Use the following definitions and descriptors of traits, aptitudes, and behaviors (TAB) associated with gifted potential to help observe children.

TAB	Definition	Description	Behavior
Motivation	<i>Evidence of desire to learn</i>	Forces that initiate, direct, and sustain individual or group behavior in order to satisfy a need or attain a goal.	<ul style="list-style-type: none"> <li>• Demonstrate a persistence in pursuing/completing self-selected tasks (may be culturally influenced; evident in school and non-school activities)</li> <li>• Be an enthusiastic learner</li> <li>• Aspire to be somebody</li> </ul>
Interests	<i>Intense (sometimes unusual) interests</i>	Activities, avocations, objects, etc., that have special worth or significance and are given special attention.	<ul style="list-style-type: none"> <li>• Demonstrate unusual or advanced interests in topic or activity</li> <li>• Be beyond age group</li> <li>• Pursue an activity unceasingly</li> </ul>
Communication Skills	<i>Highly expressive and effective use of words, numbers, symbols</i>	Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers).	<ul style="list-style-type: none"> <li>• Demonstrate unusual ability to communicate (verbally, physically, artistically)</li> <li>• Use particularly apt examples, illustrations, or elaborations</li> </ul>
Problem-Solving Ability	<i>Effective, often inventive strategies for recognizing and solving problems</i>	Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a task.	<ul style="list-style-type: none"> <li>• Demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working.</li> <li>• Create new designs, invent</li> </ul>
Memory	<i>Large storehouse of information on school or non-school topics</i>	Exceptional ability to retain and retrieve information.	<ul style="list-style-type: none"> <li>• Already know</li> <li>• Need only 1-2 repetitions for mastery</li> <li>• Have a wealth of information about school or non-school topics</li> <li>• Pay attention to details</li> <li>• Manipulate information well</li> </ul>

Inquiry	<i>Questions, experiments, explores</i>	Method or process of seeking knowledge, understanding, or information.	<ul style="list-style-type: none"> <li>• Ask unusual questions for age</li> <li>• Play around with ideas</li> <li>• Demonstrate extensive gifted/ratary behaviors directed toward eliciting information about materials or situations</li> </ul>
Insight	<i>Quickly grasps new concepts and makes connections; senses deeper meanings</i>	Sudden discovery of the correct solution following incorrect attempts.	<ul style="list-style-type: none"> <li>• Demonstrate exceptional ability to draw inferences</li> <li>• Appear to be a good guesser</li> <li>• Be keenly observant</li> <li>• See many unusual, diverse relationships</li> <li>• Integrate ideals and disciplines</li> </ul>
Reasoning	<i>Logical approaches to figuring out solutions</i>	Highly conscious, directed, controlled, active, intentional, forward-looking, goal-oriented thought.	<ul style="list-style-type: none"> <li>• Make generalizations</li> <li>• Use metaphors and analogies</li> <li>• Think things through in a logical manner</li> <li>• Think critically</li> <li>• Come up with plausible answers</li> </ul>
Imagination/ Creativity	<i>Produces many ideas; highly original</i>	Process of forming mental images of objects, qualities, or situations which aren't immediately apparent to the senses. Problem solving through non-traditional patterns of thinking.	<ul style="list-style-type: none"> <li>• Show exceptional ingenuity in using everyday materials</li> <li>• Have wild, seemingly silly ideas</li> </ul>
Humor	<i>Conveys and picks up on humor</i>	Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words and gestures.	<ul style="list-style-type: none"> <li>• Have keen sense of humor (may be gentle or hostile)</li> <li>• See unusual relationships</li> <li>• Demonstrate unusual emotional depth</li> <li>• Demonstrate sensory awareness</li> </ul>

# Thomas County Schools Gifted Program Services

Hand In Hand Primary 225-3908	Garrison-Pilcher Elementary 225-4387	Cross Creek Elementary 225-3900	Thomas County Middle 225-4394	Thomas County Central High 225-5050
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## CLASSROOM TALENTS SEARCH

Page \_\_\_\_\_ of \_\_\_\_\_

Date \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_ YEAR \_\_\_\_\_

Directions: The needs of gifted or talented students result from those behavioral characteristics that differentiate them from students the same age. You are asked to observe the students in your class in light of the characteristics listed below in the areas of Mental Ability, Achievement, Creativity, and Motivation. If a particular behavior is observed, jot down the name of the student and behavior # under the appropriate area. If a student exhibits behaviors in more than one area, repeat the process for each area/occurrence. For future reference and use, please collect and maintain samples of exceptional work and/or anecdotal records of students listed. Thank you for assisting in the search for students who may need instructional modifications and/or special services.

MENTAL ABILITY	ACHIEVEMENT	CREATIVITY	MOTIVATION
Students who... 1. learn easily and rapidly 2. know a lot about a variety of topics 3. exhibit quick mastery of most academic subjects 4. retain/recall information easily 5. have keen powers of observation: usually "see more", or "get more out of stories" 6. demonstrate superior ability to think critically, reason logically; conceptualize 7. are highly verbal; demonstrate advanced language development	Students who... 8. demonstrate advanced ability or knowledge in specific area(s) 9. have high standardized test scores 10. memorize easily and rapidly 11. demonstrate superior ability to organize 12. easily comprehend what they see, hear, read, etc. 13. enjoy challenging activities 14. set personal goals and strive to achieve them 15. are "perfectionists"	Students who... 16. exhibit heightened curiosity or questioning attitudes 17. are highly imaginative 18. have a keen sense of humor 19. have high energy levels 20. are unusually sensitive 21. have a wide range of interest 22. are risk takers 23. offer many, original ideas or solutions 24. are nonconformists, flexible, accept disorder, do not fear being different 25. include detail in work, elaborate	Students who... 26. are unusually persistent; goal-directed 27. have longer than average attention spans; power of concentration 28. are unusually alert, eager 29. demonstrate an intense desire to learn; "be somebody", or do something 30. are independent; self starters 31. consistently make good grades 32. have hobbies, collections, long-term interests 33. are concerned with adult topics 34. require little direction to complete work

# Thomas County Schools Gifted Program Services

Hand In Hand Primary 225-3908	Garrison-Pilcher Elementary 225-4387	Cross Creek Elementary 225-3900	Thomas County Middle 225-4394	Thomas County Central High 225-5050
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## GIFTED PROGRAM REFERRAL

Referral Date:	Referred by:	Reason for Referral:
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Full Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Race: \_\_\_\_\_ Gender: \_\_\_\_\_

Parent or Guardian's Name: \_\_\_\_\_

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

City: \_\_\_\_\_, Georgia Zip: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

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

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Other Information:

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# Thomas County Schools Gifted Program Services

Hand In Hand Primary 225-3908	Garrison-Pilcher Elementary 225-4387	Cross Creek Elementary 225-3900	Thomas County Middle 225-4394	Thomas County Central High 225-5050
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## RENZULLI MOTIVATION CHECKLIST

Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 HR Teacher: \_\_\_\_\_ Team Members completing this form: \_\_\_\_\_

Name: _____	Position: _____	How long have you known this student? _____
Name: _____	Position: _____	How long have you known this student? _____
Name: _____	Position: _____	How long have you known this student? _____
Name: _____	Position: _____	How long have you known this student? _____

Motivation Characteristics	Seldom or Never	Sometimes	Often	Almost Always
Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task competition. It is sometimes difficult to get him or her to move to another topic.				
Is easily bored with routine tasks.				
Needs little external motivation to follow through in work that initially excites him or her.				
Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed or products.				
Prefers to work independently; requires little direction from teachers.				
Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.				
Often is self assertive (sometimes even aggressive); stubborn in beliefs.				
Likes to organize and bring structure to things, people, and situations.				
Is quite concerned with right and wrong, good and bad, often evaluates and passes judgment on events, people, and things.				
Add column total				
Multiply by weight	1	2	3	4
Add weight column totals				

**TOTAL**

# Thomas County Schools Gifted Program Services

Hand In Hand Primary 225-3908	Garrison-Pilcher Elementary 225-4387	Cross Creek Elementary 225-3900	Thomas County Middle 225-4394	Thomas County Central High 225-5050
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## TEACHER INVENTORY

Student: \_\_\_\_\_ HR Teacher: \_\_\_\_\_

As a teacher, you can provide a great deal of information about your student that will help us to know him/her better. Please take a few minutes to complete this inventory. We will use this information in the selection process for our gifted programs. There are four main areas of behavior in which we are interested: Mental Ability, Achievement, Creativity and Motivation. Please note that most gifted children will not demonstrate abilities in all of the areas listed below. The behaviors listed below are shown by your student compared to other children of the same age:

1. Seldom or never
2. Occasionally
3. Often
4. Almost all the time

Please check the appropriate box using the code above and provide examples. If number 4 is checked, you must provide documentation.

	1	2	3	4
1. <u>Solves problems in many different ways.</u> Give an example of how your student shows this trait:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Displays a keen sense of humor (intellectually playful).</u> Give an example of how your student shows this trait:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <u>Can see beyond a situation to its positive and/or negative conclusion (is able to see discrepancies).</u> Give an example of how your student shows this trait:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <u>Displays leadership qualities.</u> Give an example of how your student shows this trait:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <u>Is aware of details.</u> Give an example of how your student shows this trait:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Student: \_\_\_\_\_

- |   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 6. <u>Indicates intense interest in a topic.</u><br>Give an example of how your student shows this trait:   |   |   |   |   |
| 7. <u>Sees relationships between different concepts and ideas.</u><br>Give an example of how your student shows this trait:   |   |   |   |   |
| 8. <u>Learns more rapidly.</u><br>Give an example of how your student shows this trait:   |   |   |   |   |
| 9. <u>Has unusually advanced vocabulary for age or grade level.</u><br>Give an example of how your student shows this trait:  |   |   |   |   |
| 10. <u>Displays originality.</u><br>Give an example of how your student shows this trait:   |   |   |   |   |
| 11. <u>Has intense curiosity.</u><br>Give an example of how your student shows this trait:  |   |   |   |   |
| 12. <u>When you compare your student with others the same age, do you think he/she is:</u><br><br>_____ about average<br><br>_____ somewhat above average<br><br>_____ considerably above average |   |   |   |   |

\_\_\_\_\_  
Referring Teacher's Signature

\_\_\_\_\_  
Date

# Thomas County Schools

## Gifted Program Services

Hand In Hand Primary 225-3908	Garrison-Pilcher Elementary 225-4387	Cross Creek Elementary 225-3900	Thomas County Middle 225-4394	Thomas County Central High 225-5050
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### PARENT/GUARDIAN INVENTORY

Student: \_\_\_\_\_ Parent or Guardian: \_\_\_\_\_

As a parent or guardian, you can provide a great deal of information about your child that will help us to know him/her better. Please take a few minutes to complete this inventory. We will use this information in the selection process for our gifted programs. There are four main areas of behavior in which we are interested: Mental Ability, Achievement, Creativity and Motivation. Please note that most gifted children will not demonstrate abilities in all of the areas listed below. The behaviors listed below are shown by your child compared to other children of the same age:

1. Seldom or never
2. Occasionally
3. Often
4. Almost all the time

Please check the appropriate box using the code above and provide examples. If number 4 is checked, you must provide documentation.

	1	2	3	4
1. <u>Solves problems in many different ways.</u> Give an example of how your child shows this trait:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Displays a keen sense of humor (intellectually playful).</u> Give an example of how your child shows this trait:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <u>Can see beyond a situation to its positive and/or negative conclusion (is able to see discrepancies).</u> Give an example of how your child shows this trait:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <u>Displays leadership qualities.</u> Give an example of how your child shows this trait:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <u>Is aware of details.</u> Give an example of how your child shows this trait:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Student: \_\_\_\_\_

1    2    3    4

6.    Indicates intense interest in a topic.  
Give an example of how your child shows this trait:

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7.    Sees relationships between different concepts and ideas.  
Give an example of how your child shows this trait:

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8.    Learns more rapidly.  
Give an example of how your child shows this trait:

--	--	--	--

9.    Has unusually advanced vocabulary for age or grade level.  
Give an example of how your child shows this trait:

--	--	--	--

10.    Displays originality.  
Give an example of how your child shows this trait:

--	--	--	--

11.    Has intense curiosity.  
Give an example of how your child shows this trait:

--	--	--	--

12.    When you compare your child with others the same age, do you think he/she is:

\_\_\_\_\_ about average

\_\_\_\_\_ somewhat above average

\_\_\_\_\_ considerably above average

\_\_\_\_\_  
Parent or Guardian's Signature

\_\_\_\_\_  
Date

# Thomas County Schools Gifted Program Services

Hand In Hand Primary 225-3908	Garrison-Pilcher Elementary 225-4387	Cross Creek Elementary 225-3900	Thomas County Middle 225-4394	Thomas County Central High 225-5050
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## Initial Letter

Date \_\_\_\_\_ Dear Parent or Guardian,

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

Information concerning your child is gathered in these four areas: mental ability, achievement, creativity, and motivation. To qualify for GIFTED, a child must meet three of the four following criteria as established by Georgia State Board of Education Rule #160-4-2.38:

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

The evaluation process includes the following steps:

- A referral form is completed by the parent or guardian that includes student information and permission for evaluation to be initiated (form is attached).
- Students are administered a form of each of the required tests.
- Test scores and other pertinent information are submitted to the individual school's Eligibility Committee.
- The Eligibility Committee reviews the data and determines the eligibility of the student in accordance with the state guidelines. The evaluation process is not complete until the Eligibility Committee meets and determines student eligibility.
- Parents are informed of the results of the committee's decision. If a student has met the eligibility criteria, a placement conference may be scheduled.
- Students must meet eligibility continuation criteria in order to remain in the program.

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

Yours truly,

-----

GIFTED Teacher

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## PERMISSION TO TEST

Date \_\_\_\_\_

Dear Parent or Guardian,

Your child, \_\_\_\_\_, has been referred for testing for eligibility in the Thomas County program for Gifted and Talented students. The person listed below referred him or her for the following reason(s).

Person Making Referral \_\_\_\_\_

Position \_\_\_\_\_ Referral Date \_\_\_\_\_

Check	Reason for Referral
	System-wide Testing
	Outstanding Classroom Performance
	Demonstration of Characteristics of Gifted/Talented
	Outstanding Performance/Competition/Contest/Etc.
	Parent Referral
	Self Referral
	Peer Referral
	Other

Your written permission is required to begin the evaluation process. Please sign below and return this form to your child's school to the teacher listed below as soon as possible. You will be notified in writing concerning your child's eligibility or ineligibility for the program as soon as time permits. If you have any questions, please contact the gifted teacher at your child's school.

Sincerely,

\_\_\_\_\_

Teacher of the Gifted

\_\_\_\_\_ I give permission for the Thomas County School System to administer tests necessary to determine eligibility for the Gifted Education Program.

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

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Child's Full Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

# Thomas County Schools Gifted Program Services



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## TESTING REPORT

Name	Mental Ability	Achievement	Motivation	Creativity	Qualifies		Placed
					Y	N	


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## ELIGIBILITY REPORT

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

HR Teacher \_\_\_\_\_ Referral Date \_\_\_\_\_ Referrer \_\_\_\_\_

Criteria	Child's Score				Qualifying	
<b>1. Mental Ability</b>	Nonverbal	Verbal	Quantitative	Composite	≥96 <sup>th</sup> percentile	
CogAt      Test Date						
NNAT      Test Date						
WISC      Test Date						
Test Date						
<b>2. Achievement</b>	Reading	Math	Total		≥90 <sup>th</sup> percentile on either reading, math, or total battery of a standardized achievement test	
Iowa Assessment Test Date						
PSAT      Test Date						
Test Date						
Product Performance						
<b>3. Creativity</b>	Percentile				≥90 <sup>th</sup> percentile of a standardized test of creative thinking	
Torrance      Test Date						
GATES      Test Date						
Renzulli Checklist Test Date						
Product Performance						
<b>4. Motivation</b>	GPA (Year)		GPA (Year)		≥3.50 for 2 years	
Grade Point Average (6-12 ONLY)	____( )		____( )			
Renzulli Checklist					≥90 <sup>th</sup> percentile	
Parent Inventory						
Teacher Inventory						
Product Performance						

Under the guidelines for Georgia, a child must qualify on at least 3 of the 4 areas of criteria shown above or meet more stringent requirements in mental ability and achievement.

Needs additional testing	Meets eligibility requirements	Does not meet criteria
Status (circle status)	ACTIVE	INACTIVE
Comments:		

Prepared by \_\_\_\_\_ Date \_\_\_\_\_

# Thomas County Schools Gifted Program Services

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## INELIGIBILITY LETTER

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

To the Parent or Guardian of: \_\_\_\_\_

The results of your child's evaluation for the gifted program reflect that your child is not eligible for the gifted program.

The four criteria evaluated and their results are:

	<u>Eligible</u>	<u>Not Eligible</u>
Mental Ability	_____	_____
Achievement	_____	_____
Creativity	_____	_____
Motivation	_____	_____

Under Georgia's guidelines, a child must qualify on at least three of the four criteria shown above or meet more stringent requirements in the mental ability and achievement areas.

If you have any questions or concerns about these results, feel free to contact me at school.

Sincerely,

\_\_\_\_\_  
GIFTED Teacher

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### NOTIFICATION OF MEETING TO DISCUSS GIFTED ELIGIBILITY

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

To the Parent or Guardian of: \_\_\_\_\_

We would like to meet with you to discuss the results of your child's recent evaluation for the gifted program. Your child's eligibility status will be discussed at this time.

Acknowledging your keen interest in the performance of your child, we would like to invite you to participate in this meeting.

The meeting will be held at school on \_\_\_\_\_ at \_\_\_\_\_.  
(Date) (Time)

Please indicate below if the above time and date are convenient for you. We will re-schedule this meeting for a date and time that are more convenient upon your request. We would like to have this form returned within 3 days. Thank you.

\_\_\_\_\_  
GIFTED Teacher

\_\_\_\_\_  
Telephone Number

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

\_\_\_\_\_ I will attend this meeting.

\_\_\_\_\_ I would like to attend the meeting, but cannot at this date or time. I will contact the school regarding a different date or time.

\_\_\_\_\_  
Parent or Guardian's Signature

\_\_\_\_\_  
Date

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## PERMISSION TO PLACE/ EVALUATION RESULTS LETTER

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

To the Parent or Guardian of: \_\_\_\_\_

The results of your child's evaluation for the gifted program reflect that your child is eligible for the gifted program.

	<u>Eligible</u>	<u>Not Eligible</u>
Mental Ability	_____	_____
Achievement	_____	_____
Creativity	_____	_____
Motivation	_____	_____

Under Georgia's guidelines, a child must qualify on at least three of the four criteria shown above or meet more stringent requirements in mental ability and achievement areas.

In order to place your student in the program beginning on \_\_\_\_\_, your permission is required. (Date)

If you have any questions or concerns about these results, feel free to contact me at school.

Sincerely,

\_\_\_\_\_  
GIFTED Teacher

\_\_\_\_\_ I give permission to place my child in the Thomas County GIFTED Program.

\_\_\_\_\_ I do not give permission to place my child in the Thomas County GIFTED Program at this time.

\_\_\_\_\_  
Parent or Guardian's Signature

\_\_\_\_\_  
Date

# Thomas County Schools Gifted Program Services

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## CONTRACT/CRITERIA FOR CONTINUATION

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

To the Parent or Guardian of: \_\_\_\_\_

Your child will be served in the gifted program at \_\_\_\_\_ School. Participation in this program requires that a student maintain satisfactory performance in the Gifted Program as noted by regular attendance, active participation, appropriate conduct and attitude for learning, completion of assignments, and acceptable academic achievement.

### Elementary School

Achievement guidelines include meeting and/or exceeding the standards in all subject areas for the nine week period. Extenuating circumstances will be taken into consideration. Final decisions for continuation rest with the teacher of the gifted and the program director.

Students failing to meet the continuation criteria in elementary grades will be:

- automatically placed on probation: The probationary period will be for one nine week period. A conference will be held between all teachers of the gifted student before placing a student on academic probation. The GIFTED teacher is responsible for placing students on probation. If a student is placed on probation at the end of the year, the probation will be served the first nine weeks of the following school year. Parents are notified in writing when a student is placed on probation.

### Middle and High School

Achievement guidelines include maintaining at least at 80 average in gifted education classes of language arts, reading, math, science, social studies, and Spanish for the nine week period, as well as satisfactory performance in the gifted class as determined by the gifted teacher. Extenuating circumstances will be taken into consideration. Final decisions for continuation rest with the teacher of the gifted and the program director.

Students failing to meet the continuation criteria in middle grades will be:

- automatically placed on probation: The probationary period will be for one nine week period. A conference will be held between all teachers of the gifted student before placing a student on academic probation. The GIFTED teacher is responsible for placing students on probation. If a student is placed on probation at the end of the year, the probation will be served the first nine weeks of the following school year. Parents are notified in writing when a student is placed on probation.

Please discuss this contract with your child and then have the child sign below along with your signature.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## NOTICE OF PROBATION

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

To the Parent or Guardian of: \_\_\_\_\_

\_\_\_\_ Probation Term: \_\_\_\_\_ to \_\_\_\_\_ (One 9 Weeks Prior To Re-evaluation)

Intervention(s) already implemented:

\_\_\_\_\_ Teacher conference with student                      \_\_\_\_\_ Contract for Academic Improvement  
 \_\_\_\_\_ Study Hall (for MERIT students)                      \_\_\_\_\_ Schedule change  
 \_\_\_\_\_ Other: \_\_\_\_\_

Your child will be probated from the Program for the Gifted for the following reason(s):

1. \_\_\_\_\_ Failure to maintain continuing criteria as stated in the Contract you signed at the beginning of this school year.

Comments: \_\_\_\_\_

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

2. \_\_\_\_\_ Parent Request

3. \_\_\_\_\_ Other: \_\_\_\_\_

Comments: \_\_\_\_\_

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

A conference to discuss your child's probation from the Program for the Gifted is required. Please contact me to set up an appointment.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## RE-ENTRY APPLICATION

Date: \_\_\_\_\_ HR Teacher: \_\_\_\_\_

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

I am applying for my child to re-enter the GIFTED Program effective \_\_\_\_\_  
(Date)

The reason(s) for prior withdrawal:

- ☐ Student voluntarily withdrew from GIFTED.  
☐ Student transferred to another school system.  
☐ Parent Request  
☐ Other \_\_\_\_\_

My child's current GPA is \_\_\_\_\_. Statement of Request for Re-Entry:

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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\*Note: This Section is for School Use Only

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

Application Reviewed: \_\_\_\_\_ By: \_\_\_\_\_  
(Date) (GIFTED Teacher Signature)

### Continuation Criteria

Is performance in the regular classroom satisfactory? Yes No

Comments: \_\_\_\_\_

The student \_\_\_\_\_ is \_\_\_\_\_ is not eligible for re-entry. Re-entry Date: \_\_\_\_\_

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# ANNUAL REVIEW

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

1. Performance in regular classroom: Yearly GPA \_\_\_\_\_
2. Satisfactory performance in gifted classroom: Yes \_\_\_\_\_ No \_\_\_\_\_
3. Status in gifted program: \_\_\_\_\_ Continued Placement  
\_\_\_\_\_ Probation  
\_\_\_\_\_ Withdrawal

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If you have any questions, please feel free to contact me.

GIFTED Teacher

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## PROGRAM DESCRIPTION/ CONTINUATION OF SERVICES

Date: \_\_\_\_\_ HR Teacher: \_\_\_\_\_

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

A review of your child's performance this year in GIFTED and in the regular class has been completed by the gifted teacher. The review has determined that for school year \_\_\_\_-\_\_\_\_:

\_\_\_\_\_ Continued placement in GIFTED is appropriate. Your child will continue in the program unless you disagree with this placement. If you disagree, please contact your child's GIFTED teacher.

Description of Services for School Year \_\_\_\_\_ - \_\_\_\_\_

### I. Delivery Model(s):

- |   |   |
|---|---|
| <input type="checkbox"/> Resource Room          | <input type="checkbox"/> Independent Study  |
| <input type="checkbox"/> Cluster Model          | <input type="checkbox"/> Advanced Placement |
| <input type="checkbox"/> In-Class Collaboration | <input type="checkbox"/> ACCEL              |
| <input type="checkbox"/> Advanced Content       |   |

II. Contact hours per week are (circle one):                      5    10    15    20    Other: \_\_\_\_\_

### III. Curriculum Focus

All levels of the Program for the Gifted include instruction in skills area basic to Gifted Education. These are: (1) Developing Cognitive Skills; (2) Learning Skills; (3) Research and Reference Skills; and (4) Communication Skills.

The gifted curriculum incorporates these skills areas into units and/or courses. Your child's curriculum will have as a focus the following content area(s):

- ☐ Language Arts
- ☐ Math
- ☐ Science
- ☐ Social Studies
- ☐ Fine Arts
- ☐ Foreign Language

Individual Provisions, Comments, Etc. \_\_\_\_\_

Gifted Program Teacher \_\_\_\_\_

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## FIELD TRIP PERMISSION FORM

Name of Participant: \_\_\_\_\_

Note: All participants and parent(s)/guardian(s) of participants must agree to affix their signatures to this form.

I agree for my son/daughter to attend \_\_\_\_\_

In \_\_\_\_\_ on \_\_\_\_\_

With the following chaperone(s) \_\_\_\_\_

I hereby agree to release Thomas County Public Schools, its representatives, agents, servants and employees from liability for any injury to above-named person, resulting from any cause whatsoever occurring to above-named person at any time while attending the school sponsored activity, including travel to and from such activity, excepting only such injury or damage resulting from willful acts of such representatives, agents, servants and employees.

I do voluntarily authorize the sponsors, chaperones and/or designees of Thomas County Public Schools, to administer and/or obtain routine or emergency diagnostic procedures and/or routine or emergency medical treatment for the above-named person as deemed necessary in medical judgment.

I agree to indemnify and hold harmless the sponsors, chaperones and/or designees of Thomas County Public Schools for any and all claims, demands, actions, rights of action, and/or judgments by or on behalf of the above-named person arising from or on account of said procedures and/or treatment rendered in good faith and according to accepted medical standards.

Having read and understood completely the "Code of Conduct" written in the *Parent-Student Handbook* and/or provided by the sponsor, I do hereby agree to follow the procedures and practices described. I fully understand that this is an educational activity and will, to the best of my ability, apply myself for the purpose of learning and uphold at all times the finest qualities of a person representing Thomas County Public Schools.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## NEW GIFTED STUDENT OFFICE FORM

Student: \_\_\_\_\_

Grade: \_\_\_\_\_ HR Teacher: \_\_\_\_\_

This student qualifies because:

\_\_\_\_\_ he/she was in an GIFTED program somewhere else in the state of Georgia (Attach proof such as an GIFTED report card, Annual Review, Notice of Qualification, etc. from the previous school).

This student may qualify because:

\_\_\_\_\_ he/she has high test scores and grades (Counselor or gifted teacher will check test scores and grades).

Note: Students who were in GIFTED programs in other states need to qualify by Georgia's criteria. If they do not qualify, teachers may refer them for testing at the end of the school year.

Students must be tested within a school system in order to qualify for the gifted program in Thomas County.

## Thomas County Schools Checklist for Gifted Records

### Records Which Should Be Kept In Gifted Child's PR Folder:

- \_\_\_\_\_ 1. Original Referral/Eligibility Report
- \_\_\_\_\_ 2. Annual Review
- \_\_\_\_\_ 3. Notice of Probation

### Records Which Should Be Kept In Student's Gifted File:

- \_\_\_\_\_ 1. Copy of Referral/Eligibility Report
- \_\_\_\_\_ 2. Permission to Test
- \_\_\_\_\_ 3. Parent Inventory or Teacher Rating Scale (optional)
- \_\_\_\_\_ 4. Parent/Student/Teacher Contract
- \_\_\_\_\_ 5. Notice of Probation
- \_\_\_\_\_ 6. Annual Review
- \_\_\_\_\_ 7. Transition Report

### Reports To Be Sent To County Office - System Gifted Coordinator:

- \_\_\_\_\_ 1. Teacher Testing Report
- \_\_\_\_\_ 2. Teacher Roster

## **Tier 1 Gifted and Talented Instruction**

### **Curriculum**

Evidence-based core curriculum and instructional materials in core subjects areas

### **Instructional Organization**

- Large group instruction of skills
- *Ongoing progress monitoring and attention to affective needs* are critical attributes for continuous learning. Knowledge of the characteristics of gifted learners and use of proven strategies (e.g., concept learning, acceleration, and grouping) supports these attributes.
- Small differentiated group instruction for the acquisition and practice of skills (both higher level skills and remedial skills for twice exceptional students) and challenge activities as determined by benchmark and progress monitoring data.
- The key in instructional delivery is to remember that high ability students must move through the curriculum at a faster pace. They can handle content that is deeper, more complex, and more abstract than the regular grade level instruction provides. This requires pre-assessment, curriculum differentiation, and consistent on-going assessment. Higher-level thinking skills should be embedded in all that high ability students do.

### **Instructor**

Teacher (or other specialist) trained to teach programs being taught

### **Assessment**

- Benchmark screenings, (at least 3 times per year), outcome based assessments, ongoing program assessment, preassessment, and informal assessment for *all* students
  - Screening for giftedness looks for exceptional abilities compared to age-mates. Screening requires assessment and observations that seek strengths in problem solving, cognition, communication, creative and critical thinking, social skills, and academic and talent areas.
  - Screening tools may include but not be limited to a standardized non-verbal or cognitive abilities test and observation scales, as well as general district, classroom or state assessments. *The goal is to collect a body of evidence or student profile of strengths and learning needs for programming.*
  - Teacher knowledge of content benchmarks, student demonstrations of learning, and use of data will ensure *continuous learning without ceilings for the gifted learner*. The standards should be the basis for curricular modifications made to meet individual student need. Essential Learning Expectations are also a great tool to use in making curricular modifications for students.
- Parents informed of student progress on a regular basis



**Time**

- Core instruction provided daily Recommend K-3: 90 minutes reading instruction (matched to student readiness level) Grades 4-6: 60-90 minutes reading instruction (matched to student readiness levels)
- Applications of skills throughout the day across all content areas

**Setting**

- General education classroom\* (with appropriate grouping for differentiation)

**Support**

- Home practice and support
- Attention to affective needs
  - Use of trained paraprofessionals to challenge opportunities
  - Use of trained paraprofessionals for skills practice for Twice exceptional\*
- Students
  - Encouragement of parent-school partnerships
- Parent training as needed
- Professional development for school personnel, especially
  - regarding differentiation, Twice-exceptional, knowledge of the
  - characteristics of gifted learners and understanding of proven
  - strategies for gifted/advanced learners (e.g., concept learning,
  - acceleration, grouping)
- Ongoing verification for fidelity of implementation

## **Tier 2 Gifted and Talented Instruction**

### **Curriculum and Materials**

- Evidence-based core curriculum and instructional materials in core subject areas
- Evidence-based intervention materials and strategies that supplement Tier 1 instruction

### **Instructional Organization**

- Homogeneous groups, see Tier 1 grouping strategies and the following list of appropriate strategic instructional organizations
- Explicit instruction targeting special skill deficits (Twice-exceptional)
- Compacting
- Opportunities for acceleration

### **Instructor**

- Teacher or other specialists trained to teach programs being taught
- Gifted Education Specialist conducting study period (MERIT support)
- Twice Exceptional reading specialist, special education teacher, speech/language pathologists, or counselor

### **Assessment**

- Tier 1 benchmark screening plus
- Diagnostic and ongoing progress monitoring monthly, bi-weekly, or weekly looking for trends which will inform instructional practice
- Pre-assessments
- Learning plan, learning goal assessments
- Teacher knowledge of content benchmarks, student demonstrations of learning, and use of data will ensure *continuous learning without ceilings for the gifted learner*.
- Parents informed of student progress on a regular basis

### **Time**

- 20 to 60 minutes daily in addition to general classroom Tier 1 instruction
- When students are compacted into different work they are pursuing an alternate assignment, activity, or product while the rest of the class works on the regular curriculum work. They may be doing assignments that are more complex, and involve greater depth and/or breadth than the regular work. They may also be involved in a project that requires original research. These assignments, most likely, will require more time than the regular assignments.

## Setting

- General education classroom *or* other appropriate setting

## Support

- Home practice and support
- Before and after school programs
- Parent training and meeting, Parent Portal access, teacher emails and websites, Remind
- Activity and assignment log
- Use of trained paraprofessionals to provide support to the classroom teacher as he/she provides Tier 2 instruction (emphasize trained in the needs and traits of gifted and advanced learners)
- Instructional teams such as: literacy team, math team, grade-level team, or student support team
- Professional development for ***all*** school personnel
- Ongoing verification for fidelity of implementation

## Tier 3 Gifted and Talented Instruction

### Curriculum and Materials

- Evidence-based intervention materials and strategies that supplement or replace Tier 1 instruction
- Programs and strategies emphasize skill building in areas of need as identified through diagnostic assessments when dealing with twice exceptional students
- Possible replacement of the core program. Continue Tier 1 and possibly Tier 2 instruction *when it matches the learning needs of the student* (for example a student may need Tier 3 interventions/acceleration in mathematics, but find the core curriculum in reading a good match)

### Instructional Organization

- Adjust MERIT level classes
- Assignment to a non-MERIT gifted team per administration
- Explicit instruction targeting specific skill deficits (Twice Exceptional)
- Usually individual interventions, most often some form of acceleration Students should have an IEP or ILP (Individual Learning Plan)
- The curriculum should continue to differ **significantly** in pace, level, and complexity from age-level peers.

### Instructor

- Teacher, reading specialist, special education teacher, counselors, ELL teacher, speech/language pathologists, or other specialists trained to teach programs being taught. Some students may have more than one teacher

### Assessment

- Tier 1 benchmark screening plus
- Screenings for giftedness, may include IQ testing, behavior scales, out of grade level testing, ceilingless testing.
- Diagnostic assessments and ongoing progress-monitoring weekly or bi-weekly
- Parents informed of student progress on a regular basis

### Time

- Part or all of the core curriculum for age peers may be replaced

### Setting

- Appropriate setting within school, more than one school or outside of the school depending upon the acceleration or intervention

## Support

- Instructional teams such as: literacy team, math team, grade-level team, or student support team (for Twice-exceptional)
- Provision of parent training as needed for home practice and support
- Additional tutoring programs
- Home practice and support
- Staff development especially regarding options for acceleration and research regarding positive effects of such
- Before and after-school programs (not a substitute)
- Ongoing verification for fidelity of implementation

