Administrative Procedures Program for the Gifted

Jefferson County Schools: Where Inspiration, Innovation, Imagination, and Collaboration are the Expectation

The Georgia State Board of Education passed rule 160-4-2-.38 Education Program for Gifted Students [Code IDDD] allowing the use of multiple criteria in identifying and placing a student into Gifted Education. The guidelines in this manual reflect the current rules and regulations set up by the state and the Jefferson County Board of Education to maintain and effectively meet the needs of gifted learners.

System Procedures for Notification of Stakeholders

The school system notifies stakeholders annually about the gifted program procedures through a variety of ways to include our district website and school handbooks (parents must sign that they

have seen the handbook) to ensure that all groups – students, parents, teachers, administration, community – at both the system and school level are notified. Documents will be translated in the student's home language as needed.

In order to qualify for gifted education services, a student shall meet criteria established by the State Board of Education in the following four areas: mental ability, achievement, creativity, and motivation. Any responsible person with knowledge of a student's advanced and/or accelerated educational needs may refer a student for evaluation to determine eligibility for gifted education. For additional information, please contact the Gifted Education teacher at your child's school or the Gifted Program Coordinator at the Jefferson County Board of Education.

Nomination/Referral Process

The consideration for gifted education services may be reported or automatic

• **Reported Referral** - A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities. Referrals are based on a combination of Georgia Milestones, iReady, and/or other local assessments

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

Teachers, administrators, parents, counselors, peers, self, and others may nominate a student for consideration. To nominate a student, contact the gifted resource teacher or pick up a nomination form from any school office or the central office in Louisville. The form asks for information to guide the nomination process. The nomination form can be turned into any school office, the central office or to the gifted resource teacher. The gifted resource teacher will gather the appropriate information for the student to be considered for the program. The Jefferson County Board of Education prohibits discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background.

A student may be referred or nominated at any given time; however, testing will occur in September and February. A decision-making team will consider the information collected on the student referrals and is reviewed by a panel that will consist of at least three people from the following: Gifted Coordinator, Gifted Instructor, Principal, Assistant Principal, and/or Instructional Coaches. Once the review committee has received all information and data for a student, a determination will be made on whether to proceed with formal evaluation or to cease consideration at that time. When a decision to proceed with testing has been made the gifted resource teacher will obtain written consent for testing from parents or guardians.

*(See Appendix for Eligibility Chart)

Private Student Data from Outside Sources

Private student data collected from outside sources will be used as a referral for further consideration. The student must meet the requirements set up by the state and the Jefferson County School System.

Transfer Students

Reciprocity Within State of Georgia

In the case that a qualified gifted student from within the state of Georgia transfers into the Jefferson County School System, the school records clerk will initiate the referral process by notifying the teacher of the gifted. The student will begin gifted services only after former school records have been received and reviewed. Parental permission must be secured before student begins participation.

In the event that records review indicates the student has been mistakenly placed in gifted services, a conference with the parent will be scheduled immediately. The student records and state guidelines will be reviewed at the conference. The parent has the option to refer the student for gifted testing. If a situation of this nature occurs at a time other than the regularly scheduled fall and spring testing, the parent will be encouraged to follow the system-wide appeals process.

Reciprocity Military Dependents

In the case that a qualified gifted student who is a dependent of military personnel transfers into the Jefferson County School System, the school records clerk will initiate the referral process by notifying the teacher of the gifted. The student will begin gifted services only after former school records have been received and reviewed. Parental permission must be secured before student begins participation

Students who are dependents of military personnel are eligible if they are members of a household of at least one of the following:

- An active-duty member of the uniformed services.
- A member or veteran of the uniformed services who is severely injured and medically discharged.
- A member of the uniformed services that died on active duty or as a result of injuries sustained on active duty.

Out-of-State

A student served by the gifted program in schools out-of-state is also immediately referred for consideration. Students who were identified as gifted in other states or in private schools that do

not use Georgia SBOE criteria are not granted automatic eligibility; however, gifted program eligibility in another state or private school should be an alert to school personnel that the student has some exceptional strength(s) that may require special services. Georgia state requirements, however, must be met in order for the student to receive gifted program services within the state of Georgia. There is no mandated reciprocity between states.

Eligibility and Criteria

The student is initially eligible to participate in gifted education services as stated in Georgia rule 160-4-2-.38 by meeting the state mandated criteria explained below.

Option 1: The student must score 99th percentile (K-2) or greater than or equal to the 96th percentile (3-12) on the composite full-scale score of a standardized mental ability test AND meet one of the achievement criteria. No student qualifies based on mental ability testing alone.

Option 2: The student must meet the criteria specified in the multiple-criteria assessment process detailed below.

Multiple Criteria

A student must meet any three of the following four areas.

1. Mental ability

A student in grades K-12 must score greater than or equal to the 96th percentile (by age) on the composite score or appropriate component score. Component scores can only be used with multiple criteria (Option 2) and must meet additional criteria stated in the Georgia Department of Education's Resource Manual for Gifted Education.

2. **Achievement**

A student must score greater than or equal to the 90th percentile (by age or grade) on a state adopted or other appropriate normed- reference standardized Test of Academic Achievement in one of the following areas:

Total Reading

Total Math
Total Battery

3. Creativity

A student must score greater than or equal to the 90th percentile (by age) on the total battery of a standardized creativity test or a rating scale. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

4. Motivation

A student in grades K-12 may meet eligibility by scoring greater than or equal to the 90th percentile on a reference-normed standardized motivational

characteristics rating scale. If a motivation scale is used, a rating scale shall not be used to evaluate creativity.

As evidence of motivation, the eligibility team on behalf of students, will view evidence of outstanding performances made during the two calendar years prior to evaluation. The evidence submitted shall be reviewed by a panel of qualified evaluators.

In grades 6-12, grades (GPA of 90 overall) may be used for the motivation area using the two years of grades prior to the evaluation. GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English / language arts, social studies, and full year world language, if such language study is included in the student's records.

Information will be collected in all four data categories. One criterion MUST be met using a score from a nationally normed standardized test. Any data used in one category to establish a student's eligibility may not be used in any other category. Assessment data must be current within two years.

If students meet Option 1 criteria, data in other areas still must be collected. Each student evaluated must have data in all four areas.

*(See Appendix for Eligibility Chart)

Eligibility Status/Consent

Parents will be notified of eligibility/ineligibility. Parents will be given an opportunity for conferencing. Parental permission will be requested for the student to participate in gifted education. Parents will be notified of the types of services provided, delivery models, performance standards, and the criteria for continuation services when the student becomes eligible.

Testing Instruments

Jefferson County School System uses the following norm-referenced tests:

Naglieri Nonverbal Ability Test (NNAT)-3 for testing the mental ability area.

The **iReady Universal Screener** is based on norm-referenced scores that are used for meeting the criteria for eligibility in achievement. If a norm-reference achievement test score is not available, an appropriate achievement test will be administered.

The Gifted Evaluation Scale-2 (GES-IV) creativity scale or the **Torrance Test of Creative Thinking (TCTT)** will be used to determine eligibility in the area of creativity. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

The Gifted Evaluation Scale-2 (GES-IV) motivation scale, evidence of outstanding performances, or the student's GPA will be used to determine eligibility in the area of motivation. If a rating scale is used to measure motivation, a rating scale shall not be used to evaluate creativity.

The K-12 Motivational Performance Score as defined by the Jefferson County Board of Education.

All test scores are valid for 2 years.

Data Collection

The Jefferson County Board 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 archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.

The Jefferson County Board of Education shall evaluate its gifted program every three years using criteria established by the Georgia Department of Education.

Continuation of Gifted Services

A student who has met Georgia eligibility requirements and received gifted education services the previous school year will continue to receive services the following year, provided the student demonstrates satisfactory performance in gifted education classes. In alignment with Jefferson County's local procedures, each gifted student should maintain a cumulative grade point average of 80 or higher each grading period in each gifted class to continue participation in the gifted program. The school's gifted teacher will check students' grades at the end of each grading period to determine a student's status.

In individual cases where a student does not meet the 80 cumulative average, a review committee, consisting of a gifted teacher, a classroom teacher, and the student's parent(s)/guardian(s), will meet to determine the best course of action to meet the individual student's needs. Gifted students who do not meet the 80 cumulative average may be placed on probation for one grading period but will be allowed to continue gifted services in the class(es) in which the student is struggling OR may be placed on an individualized plan for the student.

Parents will be notified and encouraged to attend a review committee meeting when a student is placed on probation in the class(es) in which the student is struggling and in the event of withdrawal from gifted services for the class(es). The progress of all students enrolled in the

gifted program and the need for continuation of services are reviewed annually or more frequently based on individual circumstances. Recommendations for continuation or termination of services are based on students' performance in gifted education classes as well as current state eligibility criteria. Students who are performing satisfactorily continue to receive services unless parents/guardians request withdrawal from the gifted program. Such withdrawal requests should be submitted in writing, including the reason for the request.

Withdrawal

The student may appeal withdrawal status to the school principal and gifted resource teacher if the low grades are the result of a death, serious illness, or uncontrollable incident within his/her immediate family. Anytime a student is withdrawn or services are terminated, parents must be offered an opportunity for a conference to discuss the status of their child in regards to the program and next steps to be taken. At any time, a parent may request that the student no longer receive gifted services.

Retesting for mental ability and creativity is not required.

Make-up Work Policy

The Georgia State Department of Education has established regulations regarding the identification of gifted students and services provided to meet their needs. Students placed in the gifted program have met criteria established by state regulations. In order to provide differentiated instruction appropriate for gifted students as mandated, it is necessary to schedule these students to spend a portion of the week in classes with the gifted program instructor(s) and their gifted peers. This scheduling arrangement will at times result in expecting students to do assignments beyond that necessary in regular education classes to demonstrate mastery of a skill or concept. Due to the unique nature of the gifted program and the workload that gifted students will be expected to carry; the following procedures are to be observed:

Gifted students are to be held responsible for mastery of all regular subject materials. However, gifted students may be excused from daily homework assignments given while attending gifted classes depending on the needs of the individual child. Major assignments that students miss due to attendance in a gifted class will be made up at a time convenient for the classroom teacher and the student.

Participating in the gifted program is neither a reward nor a punishment, but it is part of the student’s education program. Application of this policy regarding make-up work should reflect this concept.

Subject / Grade Acceleration

In recognition that students of exceptional potential may benefit from acceleration, the superintendent (or designee) will take into consideration the whole child and the following items deemed critical to successful whole-grade acceleration: academic ability, aptitude, achievement,

developmental factors/interpersonal skills, attitude and support. Decisions regarding acceleration are to be determined by the instructional needs of the student. Oversight and implementation of the acceleration process rests with the local school and central office administrator in charge of gifted services.

Professional Development for Teachers

Expectations for teachers of the gifted:

- Obtain and maintain gifted endorsement.
- Plan and teach resource classes using integrated units aligned with the Georgia Standards of Excellence (GSE).
- Follow the procedures as outlined in the Jefferson County Gifted Program Administrative Procedures.
- Administer testing and complete eligibility in a timely manner.
- Follow guidance of and communicate frequently with the system gifted administrator.
- Communicate to parents in a timely manner.
- Work directly under the supervision of the building administrator.
- Collaborate with classroom teachers of gifted students.

The Jefferson County School System provides professional learning opportunities that are designed to improve the quality of instruction and services offered to gifted education students. These opportunities include but are not limited to workshops, conferences, and curriculum alignment sessions. The teachers of the gifted are expected to work with and communicate with regular classroom teachers in coordinating classroom work and expectations for the gifted education students. They are also encouraged to share ideas and stretch learning activities for all students as they work with regular education teachers.

Family and Community Involvement

The Jefferson County Gifted Program teachers use various means of communication to inform parents and various community organizations of the activities and events that are taking place within the gifted program (i.e. newsletters, social media, and Class Dojo). An on-going communication is expected between the gifted program teacher and the administration and staff of all schools in the county. The goal is to ensure a positive working relationship between the gifted teacher and the regular education classroom teacher.

Jefferson County Schools Gifted Program Description

Grades K-8

Delivery Model: Resource Class, Advanced Content, and Cluster Grouping

For students in grades K5, curriculum is enhanced and extended by a gifted teacher in each of the district's elementary schools through resource, in some cases, collaboration for a minimum of five segments per week. Gifted teachers follow a curriculum that focuses on creativity, problem-solving, vocabulary, communication, and technology, and students participate in local competitions and field trips to augment their learning experiences.

Students in Grades 6-8 will receive accelerated instruction and services in advanced content, enrichment, and cluster classes with particular consideration to students' achievements and individual interests.

Grades 9-12

Advanced Placement Program:

Students will be given the opportunity to complete college level courses while still enrolled at Jefferson County High School. Courses utilized in Advanced Placement are courses offered through the College Board's Advanced Placement Program. Students shall be instructed by teachers certified in the appropriate subject area and endorsed by the College Board to teach the course.

Curriculum:

The curriculum is aligned to the Georgia Standards of Excellence (GSE) at each grade level and includes higher level cognitive skills as applied in ELA, Mathematics, Science, Language Arts, and Social Studies. The literacy standards will be integrated into activities in all content areas. Various forms of technology and other resources will be integrated into the activities. The Jefferson County Board of Education reviews and revises, if revisions are needed, the curricula for gifted and talented students at least annually.

Curriculum Goals

Grades K-8

The Jefferson County Gifted Program supports the Curriculum Standards for Gifted Students as outlined by the Georgia Resource Manual for Gifted Educational Services. Curriculum objectives shall focus on developing cognitive, learning, research and reference, communication, and meta-cognitive skills at each grade grouping while providing differentiated educational opportunities based on the assessed needs of the students, grades K-8. Differentiation will be used in one or more of the following content areas: mathematics, science, language arts, social studies, and fine arts.

The curriculum is aligned to the Georgia Standards of Excellence (GSE) and includes higher level cognitive skills as applied in mathematics, science, research, language arts, and social

studies. These standards are the basis for the curriculum development and create the program's goals. In order to master these goals, students will develop and practice the following:

Cognitive Processes:
- Creative thinking
- Problem solving
- Decision-making
- Critical thinking
- Leadership

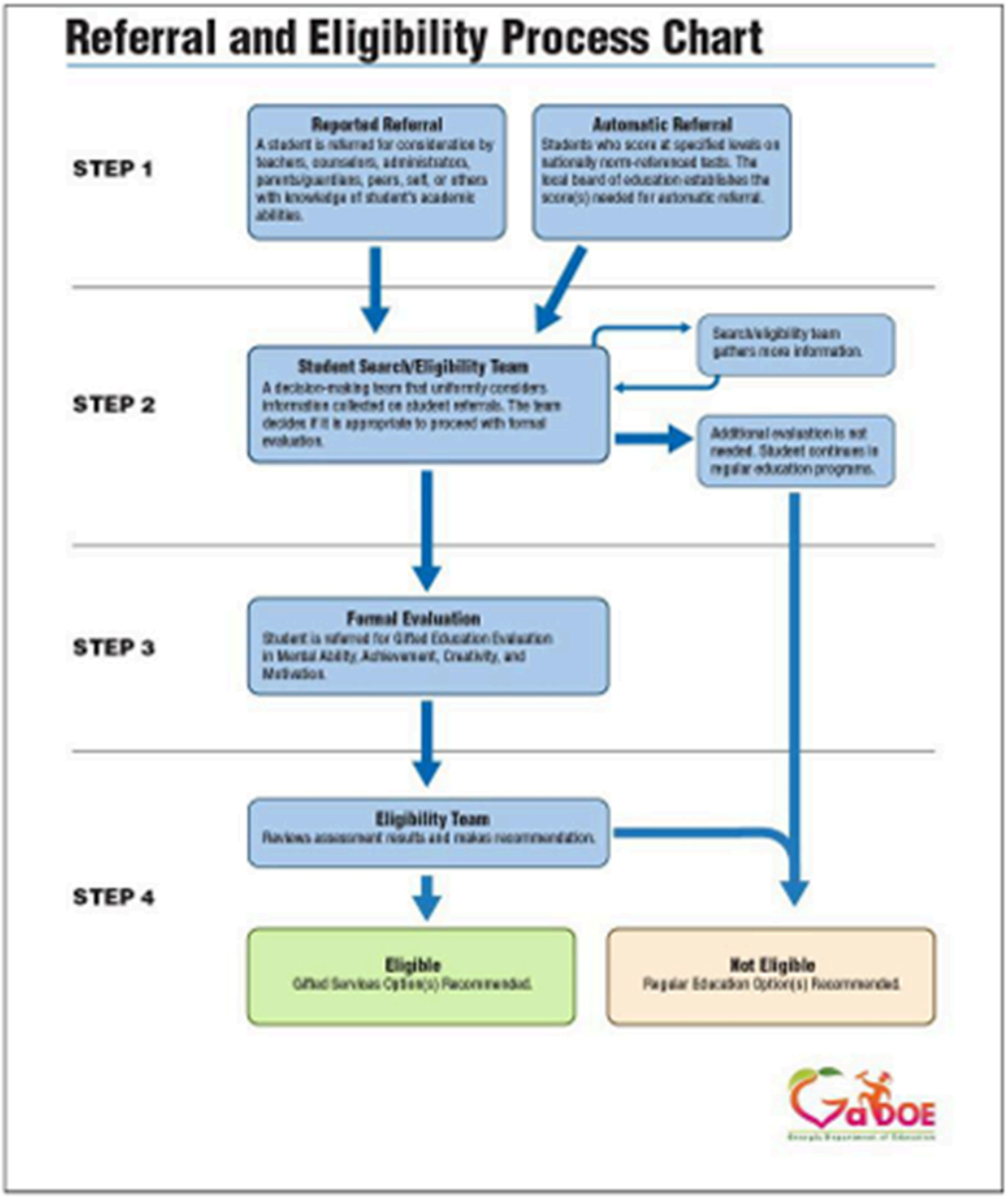
Learning Processes:
- Listening, observing, and perceiving
- Information – gathering Outlining
  Interviewing
  Surveying
  Organizing and analyzing data

Research and Reference Processes
- Planning research
- Finding information
- Evaluating information
- Interpreting information

Communication Processes
- Prepare and interpret visual communication
- Prepare and interpret oral communication
- Prepare and interpret written communication
- Discussion skills
- Technological skills

Meta-cognitive Processes
- Develop curiosity ---ask "why"
- Develop understanding of other's perspectives
- Seek alternative solutions to problems
- Develop responsibility
- Develop independent work habits
- Develop skills to work collaboratively in an attempt to foster independence

Grades 9-12
Advanced Placement (AP) courses are available in several areas.


Referral and Eligibility Process Chart
STEP 1
Reported Referral
A student is referred for consideration by teachers, counselors, administrators, parents/guardians, peers, self, or others with knowledge of student's academic abilities.
Automatic Referral
Students who score at specified levels on nationally norm-referenced tests. The local board of education establishes the score(s) needed for automatic referral.
STEP 2
Student Search/Eligibility Team
A decision-making team that uniformly considers information collected on student referrals. The team decides if it is appropriate to proceed with formal evaluation.
Search/eligibility team gathers more information.
Additional evaluation is not needed. Student continues in regular education programs.
STEP 3
Formal Evaluation
Student is referred for Gifted Education Evaluation in Mental Ability, Achievement, Creativity, and Motivation.
STEP 4
Eligibility Team
Reviews assessment results and makes recommendation.
Eligible
Gifted Services Option(s) Recommended.
Not Eligible
Regular Education Option(s) Recommended.
GaDOE