

Rome City Schools



Louis Byars, Rome City Schools Superintendent

"All students will graduate from Rome High School prepared for college or work."

Gifted Procedures Manual 2020-2021

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Foreword

Rome City Schools gifted education programs are designed to serve the needs of students with advanced mental ability, academic achievement, creativity, and motivation. The definition of a student eligible for gifted education services in Georgia may be found in the Official Code of Georgia, Annotated (20-2-152). This section defines services for students identified as intellectually gifted. The definition is expanded in the Georgia Board of Education Rule 16-4-2-.38 Education Program for Gifted Students [code: IDDD (1)(c)].

The Georgia Board of Education rule states in section (1) Definitions, (c) a gifted student is a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*. The state's manual further describes a gifted student as "one 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. The abilities manifest in a collection of traits, aptitudes, and behaviors that, when taken together, are indicative of gifted potential."

This manual should be utilized by all gifted program administrators, lead gifted teachers, and gifted teachers in Rome City Schools in order to maintain the integrity of the gifted program. In addition, this manual is utilized to ensure compliance with all Georgia State Laws, Georgia Department of Education Policies, Rome City Schools Board Policy, and local procedures in relation to referring, screening, evaluating, and serving gifted students. All Rome City Schools teachers who have gifted education teaching assignments should be familiar with Rome City Schools Board Policy IDDD - Gifted Student Programs and the procedures outlined in this manual.

Teachers, gifted teachers, principals, counselors, students, parents/guardians, or any other individual with questions or concerns about the gifted program are encouraged to contact a gifted teacher at their school, the System Lead Gifted Teacher, Mrs. Sabrina Teems (706-295-7180), or the Director of Gifted Education, Mrs. Kristin Mikeal Teems (706-236-5050).

Kristin Mikeal Teems, Ed.S.
Director of Gifted Education

Definitions

Automatic Referral - a referral that is initiated if a student scores 90% or higher in math or reading on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) or on another norm-referenced test recognized by the Georgia Department of Education. This criteria (90%) meets the achievement criteria and is one of the four qualifying categories as set forth and mandated by the Georgia Department of Education.

Differentiated Curriculum - courses of study in which the content, teaching strategies, and expectations of student mastery are adjusted to be appropriate for and meets the needs of the gifted student.

Differentiation - a flexible approach to teaching based on the premise that instructional approaches should vary and be adapted to meet the individual characteristics and needs of the students in the classroom.

Panel of Qualified Evaluators - experts in relevant fields appointed by Rome City Schools who evaluate student products/performances and/or conduct structured observations to determine gifted program eligibility.

Qualified Psychological Examiner - a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.

Reported Referral - a referral that is initiated by teachers, counselors, administrators, parents/guardians, peers, self, and/or other individuals with knowledge of the student's intellectual, academic, and/or creative abilities. This knowledge could include, but is not limited to, testing data, grades, classroom performance, and/or observation.

Notifications

Rome City Schools will notify parents/guardians in writing of information related to the gifted education program including, but not limited to the following:

(1) Referral procedures and eligibility requirements adopted and applied by Rome City Schools.

(2) Permission for Evaluation (Form 3, 3a) - This form notifies the parent/guardian of the initial consideration for gifted education services, requests permission for further individual evaluation, and provides the evaluation guidelines and documentation of training procedures utilized and maintained by Rome City Schools.

(3) Notification of Eligibility and Program Description (Form 4, 4a) - This form notifies the parent/guardian that the student has met the eligibility requirements to receive gifted services. It further details gifted services to be provided, academic standards to be met, teaching methods employed, the manner in which students will be annually evaluated, and the performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.

(4) Notification of Non-Eligibility (Form 5, 5a) - This form notifies the parent/guardian that the student has not met the eligibility requirements to receive gifted services.

(5) Notification of Probation (Form 8, 8a) - Elementary, Form 9, 9a - Middle School / High School) - This form notifies the parent/guardian of a probationary period applied to the student in jeopardy of losing his or her eligibility for gifted services; it includes a description of the probationary period, the length of the probationary period, and the continuation criteria.

(6) Notification of Re-Entry (Form 11, 11a) - This form notifies the parent/guardian that the student has maintained the continuation criteria.

(7) Notification of Termination of Service (Form 12, 12a) - This form notifies the parent/guardian that the student's gifted services have been terminated and explains the failure to meet the continuation criteria.

Gifted Education Referral and Eligibility Process Chart

STEP I

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 a norm-reference tests. The local board of education establishes the score(s) needed for automatic referral.

STEP II

STUDENT SEARCH/ELIGIBILITY TEAM

A decision-making team that uniformly considered 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

STEP III

Formal Evaluation

Student is referred for Gifted Education Evaluation in Mental Ability, Achievement, Creativity and Motivation.

STEP IV

Eligible

Eligibility Team

Reviews assessment results and makes recommendation

Not Eligible

Gifted Services Option(s)
Recommendation

Regular Education

Student(s) may need RTI follow-up plan

The Referral and Eligibility Process

The process has four basic steps: (1) referral of students as possible candidates for formal evaluation for gifted identification, (2) referral screening to determine the appropriateness in proceeding with evaluation, (3) formal evaluation, and (4) review of assessment results and placement recommendations.

Referral and Evaluation Windows

To ensure a fair and equitable process thus allowing students the best opportunity to qualify for gifted services, the following referral and evaluation windows will be observed. The windows vary for Rome City Schools current students and Rome City Schools new students.

Rome City Schools Current Students

1st grade

Referral Window - August

Evaluation Window - September

2nd - 6th grades

Referral Window - September/October

Evaluation Window - November/December

Kindergarten, 7th & 8th grade students

Referral Window - March

Evaluation Window - April/May

Rome City Schools New Students

7th - 9th grades

Referral Window - July/August

Evaluation Window - August/September

1st - 6th grades

Referral Window - September/October

Evaluation Window - November/December

For new students entering Rome City Schools throughout the school year and who need immediate evaluation, please contact the System Lead Gifted Teacher, Mrs. Sabrina Teems.

Referral of Students

The referral of a student initiates the process. The purpose of the referral is to gather existing information about the student.

Reported Referrals can be made by teachers, counselors, administrators, parents/guardians, peers, self, or any other individuals with knowledge of the student's intellectual, academic, and/or creative abilities. The Gifted Referral Form (Form 1), available both online and from a school's lead gifted teacher, shall be completed and submitted by one of the student's teachers.

Automatic Referrals are made upon reviewing the results of system-wide, norm-referenced testing. The lead gifted teachers will compile a list of students who: score (a) 90th* percentile or higher in any area on a norm-referenced test or (b) score “Distinguished” on the Georgia Milestones Assessment in English Language Arts or Math. These students will be automatically referred for screening for formal evaluation. The Gifted Referral Form (Form 1) shall be completed and submitted by a gifted teacher.

*For minority, SPED, and/or economically disadvantaged students, an option to use 85th percentile scores for referrals is allowable.

Screening of Referrals

An eligibility team is responsible for screening the referrals. The eligibility team shall consist of a panel of no fewer than three persons, which may include a gifted teacher, a regular classroom or special area teacher, a counselor, and/or a school or district administrator. The team may choose to invite other participants who have expertise in a content area or have special knowledge of the child to attend the meeting.

An eligibility team shall make one of the following two decisions:

- (1) The team may decide that collected information, though sufficient in quantity, does not support a recommendation to continue the referral process. If this is the decision, the gifted teacher team member will notify the student's teacher that the referral process has been discontinued using Eligibility Team Decision Not to Proceed Form 2. The decision to discontinue the referral process does not preclude the possibility of a student being referred again at a later date.
- (2) The team may decide that collected information does support a recommendation to continue the referral process and, thus, proceed to formal evaluation. If this is the decision, the gifted teacher team member will notify the student's teacher that the referral process continues to formal evaluation. The gifted teacher team member will notify the parent/guardian in writing that the student has been recommended for gifted education evaluation in mental ability, achievement, creativity, and motivation and request consent to begin the formal evaluation (Permission for Evaluation – Form 3, 3a). When such consent has been obtained, formal evaluation begins.

Formal Evaluation

Once a student has been referred by the Eligibility Team for formal evaluation, a gifted teacher will administer an appropriate mental ability and/or achievement test (if needed)

as well as assessments or scales for the areas of creativity and motivation. Should a student not reach the required level for placement in any area, a second assessment in that area may be administered based on the gifted teacher's analysis of impact on the student and likelihood of placement.

Group tests may be administered by all persons properly trained in standard administration procedures for such instruments. Mental ability tests that are designed to be administered individually may be administered by a qualified psychological examiner.

Rome City Schools shall use evaluation instruments/criteria in the four areas according to Table 1. Test scores shall be within the past two calendar years; any score used in one area to establish eligibility shall not be used in another area, and if a rating scale is used to evaluate one area, another rating scale shall not be used to evaluate another area.

Table 1 -- Evaluation Instruments

Mental Ability	Achievement	Creativity	Motivation
Naglieri Nonverbal Ability Test (NNAT3) OR Cognitive Abilities Test (CogAT) OR Other test as approved by the GADOE	Northwest Evaluation Association Measures of Academic Progress (MAP) Reading & Math OR Other test as approved by the GADOE	Torrance Test of Creative Thinking (TTCT) OR Creativity Rating Scale (if not used for motivation) OR *Product or Performance	Grade Point Average > 3.5 (grades 7-12) OR Motivation Scale Rating (if not used for creativity)

* At the present time, Rome City Schools has not yet established criteria for eligibility using product and performance.

Review of Assessment Results & Recommendations

Using the Eligibility Report (Form 6) information, the eligibility team will make one of the following decisions:

- (1) The student is determined to be eligible based on mental ability and achievement scores which meet the criteria established at his/her grade level.
- (2) The student is determined to be eligible based on meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation established by Rule 160-4-2-.38 (multiple criteria).
- (3) The student is determined to be ineligible based on not meeting the criteria in (1) or (2) above.

When a student is determined eligible by the established criteria, the lead gifted teacher will notify the parent/guardian in writing of the student's eligibility - Notification of Eligibility & Program Description (Form 4, 4a). Once signed consent to serve is received, gifted services will begin for the student. When a student is determined ineligible by the established criteria, the lead gifted teacher will notify the parent/guardian in writing of the student's non-eligibility - Notification of Non-Eligibility (Form 5, 5a).

Eligibility Criteria

The following page summarizes gifted eligibility criteria for intellectually gifted students under Section IX State Board of Education Rule 160-4-2-.38 Education Programs for Gifted Students with Annotations - mental ability based on national age norms, achievement based on either national age or grade norms, creativity based on national norms, and motivation based on standardized rating scales. All mental ability, achievement, creativity tests, and motivational scales used shall meet the test criteria cited in the GBOE rules governing gifted education. In accordance with these rules, services for the intellectually gifted are provided for those students able to perform at or above the designated levels defined in Table 2.

Georgia Eligibility Criteria for Gifted Programs Rule 160-4-2-.38

In Option A and B, information shall be gathered in each of the four areas. At least one of the criteria shall be met by a score on a GADOE approved nationally normed-referenced test. Any data used to establish eligibility in one category shall not be used to establish eligibility in another category. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity. Any piece of information used to establish eligibility shall be current within two years.

Table 2 -- Georgia Eligibility Criteria for Gifted Programs (Rule 160-4-2-.38)

Areas	Option A	Option B
	A student must have a qualifying score in mental ability AND achievement.	A student must qualify in three of the four areas.
Mental Ability	<ul style="list-style-type: none"> ➤ Grades K-2 99th percentile composite score on a nationally age normed mental ability test. ➤ Grades 3-12 ≥96th percentile composite score on a nationally age normed mental ability test. 	<ul style="list-style-type: none"> ➤ Grades K-12 ≥96th percentile composite OR appropriate component score on a nationally age normed mental ability test.
Achievement	<ul style="list-style-type: none"> ➤ Grades K-12 ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally age or grade normed achievement test 	<ul style="list-style-type: none"> ➤ Grades K-12 ≥90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test ➤ Grades K-12 Superior product/performance with a score ≥90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators.
Creativity	<ul style="list-style-type: none"> ➤ Evaluation data is required. 	<ul style="list-style-type: none"> ➤ Grades K-12 ≥90th percentile on composite score on a nationally normed creativity test ➤ Grades K-12 Rating scales used to qualify student creativity, must equate to the 90th percentile ➤ Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified educators
Motivation	<ul style="list-style-type: none"> ➤ Evaluation data is required. 	<ul style="list-style-type: none"> ➤ Grades 7-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English language arts, social studies, science, and full year world languages. ➤ Grades K-12 Rating scales used to qualify student motivation, must equate to the 90th percentile ➤ Grades K-12 Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Continued Participation

Rome City Schools shall have continuation procedures for students identified as eligible for gifted services to continue to receive such services. The gifted teachers, with the support of the system lead gifted teacher, shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services provided the student demonstrates satisfactory performance in gifted education classes, as stated in Rome City Schools' Continuation Procedures.

Multi-Tiered System of Support

Rome City Schools believes that identified gifted education students can be served by the general education Multi-Tiered System of Supports (MTSS) framework. Advanced learning needs for the majority of students can be addressed in a general education classroom which offers a quality learning environment by providing instructional interventions prior to and instead of identifying students.

Rome City Schools' MTSS framework supports high ability, high potential advanced students using a three-tiered system of support with the first tier addressing all students, the second tier addressing some students, and the third tier addressing only a few students. For all high ability, high potential advanced students, regular classroom differentiation will meet their needs. Regular classroom differentiation includes, but is not limited to, modification of content, process, product, and assessment, flexible grouping and/or pacing, learning centers based upon student interest/learning style, and other universal interventions. For some high ability, high potential advanced students, strategic targeted intervention is necessary to meet their needs. Strategic targeted intervention includes, but is not limited to, content acceleration and/or compacting, learning contracts, independent study groups within the classroom, and tiered assignments/products. For a few high ability, high potential advanced students, tier 1 and tier 2 supports may not meet their needs. If and when there is evidence that both regular classroom differentiation (tier 1 supports) and strategic targeted intervention (tier 2 supports) do not meet a student's needs, Rome City Schools shall follow its Gifted Education Referral and Eligibility Process outlined in this manual. Upon a student being evaluated for gifted services, being determined eligible, and Rome City Schools receiving parent/guardian permission for placement to be served by the gifted program, such a student is identified as gifted and is served using one or more of Rome City Schools' (GaDOE approved) gifted delivery models. For those few high ability, high

potential advanced students who are evaluated for gifted services and determined not eligible, intensive targeted intervention is necessary to meet their needs. Intensive targeted intervention includes, but is not limited to, content and/or grade acceleration, mentorships, independent study, and advanced content classes.

Out-of-System Assessment

The Rome City Schools may consider, as a part of the referral and evaluation process, data that was gathered and analyzed by a source outside the student's school or Rome City Schools. Referral and evaluation data from a fully accredited public or private school may be used in determining eligibility per Georgia DOE guidelines; however, external referral and evaluation data shall not be substituted for or used as the sole source of data the school generates during the eligibility process.

Reciprocity

Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state of Georgia. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. 20-2-2140 through 20-2-2180. Under O.C.G.A. and concerning students who are dependents of military personnel, a Georgia school may choose to perform subsequent evaluations to ensure appropriate placement of the student.

Professional Development

All Rome City Schools gifted teachers shall receive ongoing professional development in the needs of gifted students, teaching methods, and curricular resources. This professional development may include the in-service training, after school training, out of district training, conference attendance, and/or a book study.

Parent/Guardian Training

Rome City Schools will host annual parent/guardian training - one in the fall and one in the spring. Training may include topics such as social emotional health, motivation and learning, as well as resources on how to best support the gifted identified student.

Gifted Education Service Delivery Models

Rome City Schools will serve students identified as gifted and whose participation has received parental/guardian consent by signing Notification of Eligibility and Program Description (Form 4, 4a) using one and/or more of the following models, all GaDOE approved. No matter the model, Rome City Schools gifted students will receive a minimum of five segments per week. Rome City Schools will make available to the parents/guardians a description of the delivery model and the differentiated curriculum. No matter the delivery model, instruction shall be based on Georgia's curriculum standards. Also, in the event that regular school operation is interrupted or a parent/guardian chooses for the student to attend Rome City Schools' Virtual Learning Academy, all delivery models can be utilized virtually. To meet the Georgia Professional Standards Commission's (GAPSC) requirement, all Rome City Schools' gifted education teachers shall have a gifted education endorsement attached to their Georgia Teaching Certificate.

Resource Class (Grades 1-6)

All students in the resource class shall be identified as gifted according to Georgia State Board of Education criteria. Class size is limited, and Rome City Schools will do everything possible to meet the total class size as specified by the State Board of Education. However, as a Strategic Waiver School System, Rome City Schools does have flexibility in total class size. The content and pacing of a resource class shall be differentiated to the degree that the activities are instructionally appropriate for gifted students at that grade level and are not appropriate for typical students at that grade level. Curriculum should focus on interdisciplinary enrichment learning, not any one content area.

Cluster Grouping (Grades K-12)

Rather than being heterogeneously scheduled among classes at a particular grade level, identified gifted students are homogeneously grouped (recommended 6-8 gifted students) in an otherwise heterogeneous classroom. For gifted students in grades 1-6, the cluster grouping model shall not replace the resource class model; the cluster grouping model may be in addition to the resource class model. For this model to qualify for FTE funding (one or two segments maximum), the regular classroom teacher shall have his/her GAPSC gifted endorsement attached to his/her Georgia Teaching Certificate and document curriculum modifications for the gifted students in the cluster group using separate lesson plans and individual student contracts which detail the following:

- (1) A description of the course curriculum explaining how the advanced course taught to gifted students in the cluster group at the grade level differs from the course taught to the typical students not in the cluster group at the grade level;
- (2) Separate lesson plans explaining why the gifted students in the cluster group need a differentiated curriculum which is advanced in content and containing learning objectives and alternative activities for the gifted students in the cluster group;
- (3) Dates and amount of time (in segments) the gifted students in the cluster group will be engaged in higher-level activities; and
- (4) Means by which the gifted students in the gifted cluster are assessed, both formative and summative.

Advanced Content Class (Grades 7-12)

Students are homogeneously grouped on the basis of academic performance/achievement and interest in a specific academic content area. With this model, Rome City Schools may schedule students who are both gifted identified and those who are not gifted identified. Class size is limited, and Rome City Schools will do everything possible to meet the total class size as specified by the State Board of Education. However, as a Strategic Waiver School System, Rome City Schools does have flexibility in total class size. Advanced content class model qualifies as gifted service only if the curriculum is differentiated and the teacher has the specific qualifications for the specific advanced content class. The qualifications are as follows:

- (1) Honors Level Class - The teacher shall have the appropriate content area certification and the GAPSC gifted endorsement.
- (2) Advanced Placement (AP) Class - The teacher shall have the appropriate content area certification, received College Board Summer Institute Training for the specific AP course, and completed at least 10 clock hours of professional development in characteristics of and curriculum differentiation for gifted students. The 10 clock hours of professional development shall not be a requirement if the teacher has a GAPSC gifted endorsement.

Joint Enrollment/Postsecondary Class (9-12) - Indirect Service

High school students may be enrolled in a college, university, or technical school class. Students enrolled in such a class receive both high school and college credit. Joint enrollment/postsecondary class model may serve as gifted instruction local districts are

required to provide for identified gifted students. FTE funding generated while away from the regular school campus will be awarded to the post-secondary institution.

Gifted Education Curriculum

Elementary Gifted Education Curriculum

Rome City Schools elementary gifted program is referred to as the ***Challenge Program*** and is an interdisciplinary program for identified gifted students in grades K - 6. Information about the Challenge Program is distributed to stakeholders through parent/guardian meetings, Rome City Schools' student handbook (received by every student), flyers, and a link to the gifted program on the Rome City Schools' webpage. The elementary gifted program is staffed by GAPSC gifted endorsement certified teachers. These teachers serve all six elementary schools.

Service for grades K-6 is a resource model with the possibility of additional segments served by cluster grouping. Rome City Schools serves each identified gifted student a minimum of 5 segments per week. The curriculum is based upon thematic units or broad-based issues with an interdisciplinary enrichment learning approach. The elementary curriculum consists of a variety of interdisciplinary units which reflect differentiated curriculum and are an extension of the Georgia Standards of Excellence. Higher level thinking skills, open-ended tasks, the examination of existing ideas, and the development of new products are encouraged. The instructional program is a problem-solving one that provides students the opportunity to extend competencies beyond the regular classroom in the areas of cognitive skills, learning skills, research and reference skills, communication skills, and leadership skills.

Elementary students attend a gifted class - a resource class model - one day per week for service. It is Rome City Schools procedure that students being served in a resource class model shall be excused from the classroom assignments on the day of service, with the exception of assessments. Teachers with concerns should speak to a gifted teacher at their school.

In addition to the resource class model, a cluster grouping model may be available to students whose general education teachers are GAPSC gifted endorsement certified. In this model, identified gifted students are offered differentiated instruction in the core-content areas to meet their unique needs.

The following skills are included in the interdisciplinary, enrichment, learning units.

Cognitive Skills

- Innovative Thinking - fluency, originality, flexibility, and elaboration
- Citizenship
- Leadership
- Problem Solving
- Decision Making - research, decisions based up research, and consequences of decisions
- Inductive and Deductive Reasoning
- Analytical Thinking

Learning Skills

- Listening, Observing, and Perceiving
- Informational Skills - outlining, interviewing, organizing data, and analyzing data

Research and Reference Skills

- Locating, evaluating, using, manipulating
- Types of Research
 - Historical (reconstruction of the past)
 - Developmental (changes, patterns, trends, statistical)
 - Descriptive (descriptions involving qualifications)
 - Case/Field (intense study of a group or an institution)
 - Correctional (comparative of quantitative data - investigating relationships)
 - Action research (seeking improvement in a skill or a method)
 - Quasi-Experimental (an experiment with no control of variables)
 - True Experimental (cause/effect with groups and control of variables)
 - Causal Comparative (observes and, then, examines data for causes)
 - Types of Research

Communication Skills

- Clear, Succinct, and Accurate Communication
- Interpretation and Preparation of Visual Communication - slides, videos, etc.
- Public Speaking, Debate, and Lecture
- Written Communication - word processing

Metacognitive Skills

- Development of Mental Habits
 - Seeking clarity
 - Evaluating effectiveness
 - Pushing limits of knowledge and abilities

Middle School Gifted Education Curriculum

The middle school curriculum uses the advanced content class model and the cluster grouping model. In the advanced content model, students receive differentiated content in the core content areas (English language arts, mathematics, science, and social studies) based on gifted identified students' needs and aptitudes. Students receive instruction from GAPSC gifted endorsement certified teachers.

In the 8th grade, gifted students have the opportunity to take high-school level classes in English language arts, math, science, and/or foreign language if the gifted student demonstrates an aptitude in the specific content area. The final grade earned for a high school class taken in middle school shall be entered on the high school transcript and unit credit awarded for passing the class. However, according to Rome City Schools board policy (JDC (4)), such class grades shall not be used in the calculation of the school grade point average, class rankings, Honor Student status, Valedictorian, and Salutatorian standings. These grades may not be included in HOPE GPA calculations per state rules.

Students and parents/guardians should work closely with counselors, administrators, and teachers to determine appropriate placement in advanced content classes in 7th and 8th grade. Any gifted student whose grade falls below an 80 in any advanced content class may be placed on probation and could be dismissed from the gifted program based on Rome City Schools' Gifted Procedures Manual.

Using the cluster grouping model, identified gifted students may also be served in their science, social studies, foreign language, CTAE, and technology classes.

High School Gifted Education Curriculum

The various gifted curricular options at the high school level are coordinated by the lead GAPSC gifted endorsement certified teacher. The lead gifted teacher is responsible for collaboration with regular education teachers in advanced content classes and for documentation of FTE segments. At the high school level, a differentiated curriculum is offered through a variety of gifted education service delivery models.

Advanced Content Class Model - College Preparatory Advanced/Honors

Students are accelerated a level. The college preparatory advanced/honors curriculum includes acceleration, advancement, and extensions in the content areas of English language arts, mathematics, science, social studies, and foreign language.

Advanced Content Class Model - Advanced Placement

Students receive acceleration and enrichment through an advanced level class offered through the College Board Advanced Placement Education Services Program. Advanced Placement classes shall be taught by teachers who are certified in the specific class content and who have attended training workshops. The Advanced Placement class shall utilize an approved AP curriculum and textbook. A written contract (course outline) describing objectives, activities, and contact time is completed by the Advanced Placement content teacher and the student.

Joint Enrollment/Postsecondary Class

Students in grades 9-12 may attend academic classes and be enrolled in a local college, university or technical school. Students enrolled in advanced locations receive both high school credit and college/university/technical school credit. Students shall meet state regulations for attendance. FTE funding generated while away from the regular school campus will be awarded to the post-secondary institution. A student served through the joint enrollment/postsecondary class model shall be present on the high school campus for a minimum of three FTE instructional segments.

Curriculum Review

Rome City Schools shall review and revise, if revisions are necessary, its curricula for gifted students annually. Best practices in gifted education as well as the unique needs of gifted students are taken into account during the review process.

Continuation

Continued placement in Rome City Schools gifted program, according to Georgia State Department of Education regulations and procedures and Georgia Board of Education Policy IDDD, shall consist of satisfactory performance in the gifted program. Continuation procedures shall provide for a probationary period.

The Rome City Schools' guidelines and regulations are as follows:

Student performance in the gifted program will be evaluated annually by the lead gifted teachers. This evaluation will be based on the student's performance in the gifted program. Students receiving services shall maintain satisfactory performance through academic growth and progress towards mastery of the standards in each model gifted services are provided. Parents/Guardians will be notified as to whether performance is

satisfactory or unsatisfactory. Intervention support and an improvement plan shall be provided if a student's performance in any model/class in which gifted services are provided suggests that support is needed. Intervention supports may include, but are not limited to, supports that address academic, behavioral, social, and/or emotional needs. Probation allows for students to receive interventions when their performance falls below continuation criteria. Termination of service occurs when a student no longer demonstrates a need for gifted services and shall only be considered if the intervention supports are proven, through progress monitoring data, ineffective. Documentation of the intervention supports, improvement plan, and progress monitoring data shall be maintained by the school's lead gifted teacher. If a change in service is necessary, the change shall only affect the content area in which intervention supports were provided. A change in service or termination of service shall be approved by both the lead gifted teacher, the system lead gifted teacher, and the director of gifted education.

Acceptable progress in the gifted resource class model in grades K-2 is defined as: Maintaining a majority of M's (M = meets the essential requirements) across both the process assessment objectives and across the performance assessment objectives.

Acceptable progress in the gifted resource class model in grades 3-6 is defined as: Maintaining an 80 or higher average in the gifted resource class.

Elementary gifted students served by the gifted resource class model will receive a Challenge Program Report Card each nine-weeks grading period. At the end of the fourth grading period, performance for the year will be reviewed/reported, Annual Review/Program Description (Form 7, 7a). If the student meets all continuation of service requirements, the annual review will indicate continued placement.

Acceptable progress in the advanced content class model in 7th and 8th grades is defined as: Maintaining a semester grade average of 80 in the advanced content class for which gifted service is provided and meeting standards in the content area on the current Georgia assessment. Students will be evaluated on each class separately and will not be removed from the entire program based on a grade in one class.

Acceptable progress in the advanced content class model in 9th-12th grades is defined as: Maintaining an annual grade average of 80 in the advanced content class for which gifted service is provided. Students will be evaluated on each class separately and will not be removed from the entire program based on a grade in one class.

For students in K-12, in the event a student's performance is deemed unsatisfactory in the gifted education program/class, the parent/guardian will be notified at the end of

each semester, and the student will be placed on probation for the next semester. Interventions will be administered during the probationary period. If the student has not resumed satisfactory performance, he/she will be withdrawn from the program/class

Parents/Guardians who decide to remove a student from the elementary gifted program or an advanced content gifted class shall make their request in writing to the gifted program teacher. The request shall state the reason(s) for the request. The request for dismissal will be acknowledged by the gifted program teacher. A conference will be scheduled to discuss the student's placement.

Students who have been dismissed can be referred for a gifted education program after two semesters. They shall be able to demonstrate satisfactory academic achievement in all content areas and meet referral and eligibility process criteria.

Transfer students who qualify for gifted services but whose performance does not meet continuation criteria may begin receiving gifted services on probation.

All probations and terminations shall be handled in writing. These forms require the parent's/guardian's signature or written documentation that efforts have been made to secure the parent's/guardian's signature. Form 8, 8a Elementary Probation Notice; Form 9, 9a Middle School / High School Probation Notice; Form 10, 10a Withdraw from Gifted Services in One Course; and Form 12, 12a Termination of Service

Break In Service

If a student who was previously been identified as gifted in the state of Georgia is voluntarily withdrawn from the program for the following reasons: homeschool, private school, online school, relocation to another district within Georgia, relocation to another state, voluntary inactive status, or medical reasons, the student will be defined as having a *break in service* in accordance with the GADOE gifted resource manual. For documentation purposes, Form 13, 13a Request for Voluntary Inactive Status will be used.

For students meeting the above definition of break in service, students are not required to re-establish gifted eligibility regardless of the length of break in service. All re-entry decisions are based on demonstrated need as determined by student performance during the break in service. A conference will be scheduled to discuss the student's placement; attendees at the conference may include, but are not limited to, a gifted

teacher, the lead gifted teacher, the system lead gifted teacher, the director of gifted education, any other appropriate teachers upon the request of the lead gifted teacher or the student or parent/guardian, a parent/guardian, and/or the student. Upon completion of this meeting and based on the re-entry decision, the student may be considered for re-entry immediately.

The following process shall be followed to re-enter a student:

- (1) The school/parent/guardian shall complete the re-entry request form.
- (2) The gifted teacher shall gather all documentation and meet with the system lead gifted teacher and/or the director of gifted education.
- (3) The director of gifted education, the system lead gifted teacher, and the gifted teacher(s) will evaluate student performance during the break in service and make a recommendation to re-enter or not re-enter the student.
- (4) If a student is approved for re-entry, the gifted teacher will notify the parent/guardian using the Re-Entry Form (11, 11a), and the school will be notified to schedule the identified gifted student to receive gifted services immediately.

Data Collection

Data concerning the Rome City Schools Gifted Education Program is maintained by the system lead gifted teacher and the director of gifted education.

Automatic Referral List -

Lists all students identified by automatic referral from district-wide assessments

Shall include:

- Student's name, grade, ethnicity
- Assessment, Assessment Area, Score
- Proceed/Do Not Proceed gifted eligibility team decision

Annual Referral List

Lists all students referred for gifted services

Shall include:

- Student's name, grade, ethnicity
- Referral type
- Proceed/Do Not Proceed gifted eligibility team decision

Annual Assessment Data

Lists all students assessed for gifted services

Shall include:

- Student's name, grade, ethnicity
- All assessment results
- Qualify/Does Not Qualify results

Appendix A

Rome City Schools Board Policy Gifted Student Programs

Section B: School Board Operations		
Descriptor: Gifted Student Programs	Descriptor Code: IDDD	Issue Date: 7/12/2016
<p>Policy: It shall be a policy of the Rome City Schools Board of Education that a special program be provided for children identified as “Intellectually Gifted”.</p> <p>Under the direction of the Superintendent, or their designee, identification, placement, continuation, re-entry and delivery model criteria applicable to all intellectually gifted students will be established and maintained in accordance with the Georgia Department of Education Requirements. The guideline for the criteria can be found in the Rome City Schools Gifted Procedure Manual.</p>		

Appendix B

Forms

Rome City Schools Gifted Student Programs

List of Forms

- Form 1 Gifted Referral
- Form 2 Eligibility Team Decision Not to Proceed
- Form 3, 3a Permission for Evaluation
- Form 4, 4a Notification of Eligibility and Program Description
- Form 5, 5a Notification of Non-Eligibility
- Form 6, 6a Eligibility Report
- Form 7, 7a Annual Review/Program Description
- Form 8, 8a Elementary Probation Notice
- Form 9, 9a Middle School / High School Probation Notice
- Form 10, 10a Withdrawal from Gifted Services in One Course
- Form 11, 11a Re-Entry Form
- Form 12, 12a Termination of Service
- Form 13, 13a Request for Voluntary Inactive Status
- Form 14 Authorization Release of Confidential Information
- Form 15 Recommendations from Gifted Eligibility Evaluation
- Form 16, 16a Permission to Transport
- Form 17 Gifted Screening Tool: Hawthorne Motivation Rating Scale

(This form is also available electronically.)

Please use blue or black ink when completing the form.

Student _____ School _____

Date of Birth _____ Ethnicity _____ Age _____ Gender _____ PSID _____

Referral Type (Circle One): Student Parent Teacher Administrator Other _____

Name of Referrer _____ Date of Referral _____

Parent/Guardian Name(s) _____ Phone _____

Home Address _____ City _____ Zip _____

Please check any that apply: _____ English Language Learner _____ Special Education
Economically Disadvantaged (Free/Reduced Lunch)

Check the applicable behaviors below:

Characteristics Sub-Group B

- | | | |
|---|----|--|
| <input type="checkbox"/> knows the answer | | <input type="checkbox"/> asks the questions |
| <input type="checkbox"/> is interested | | <input type="checkbox"/> is highly curious |
| <input type="checkbox"/> has good ideas | | <input type="checkbox"/> has unusual ideas |
| <input type="checkbox"/> works hard | OR | <input type="checkbox"/> seems inattentive yet tests well |
| <input type="checkbox"/> answers questions | | <input type="checkbox"/> discusses in detail, elaborates |
| <input type="checkbox"/> listens with interest | | <input type="checkbox"/> shows strong feelings or opinions |
| <input type="checkbox"/> learns with ease | | <input type="checkbox"/> knows before instruction |
| <input type="checkbox"/> masters after 6-8 repetitions | | <input type="checkbox"/> masters after 1-2 repetitions |
| <input type="checkbox"/> understands ideas | | <input type="checkbox"/> constructs abstractions |
| <input type="checkbox"/> enjoys peers | | <input type="checkbox"/> prefers adults |
| <input type="checkbox"/> grasps the meaning | | <input type="checkbox"/> draws inferences |
| <input type="checkbox"/> completes assignments | | <input type="checkbox"/> initiates projects |
| <input type="checkbox"/> is receptive | | <input type="checkbox"/> is intense |
| <input type="checkbox"/> copies accurately | | <input type="checkbox"/> creates new designs |
| <input type="checkbox"/> absorbs information | | <input type="checkbox"/> manipulates information |
| <input type="checkbox"/> memorizes well | | <input type="checkbox"/> makes educational guesses |
| <input type="checkbox"/> enjoys straightforward sequential presentation | | <input type="checkbox"/> thrives on complexity |
| <input type="checkbox"/> is pleased with own learning | | <input type="checkbox"/> is highly self-critical |

Name of referring party: Relationship to student:

Signature of referring party: _____ Date: _____

Rome City Schools Gifted Student Programs Eligibility Team Decision Not to Proceed

Date: _____

School: _____

Dear: _____

Thank you so much for your referral of _____ to the Rome City
Schools gifted Student programs. (student name)

After considering multiple sources of evidence, including, but not limited to, grades, previous test results, and teacher input, the decision has been made at this time not to proceed with evaluation. This decision was not reached lightly; it is the goal of Rome City Schools to serve each and every student in a manner that will help them reach their full potential. However, after reviewing all of the available evidence, it is the decision of the eligibility team that the child is not likely to be successful with a gifted evaluation. Evaluation for services and not being successful can be time consuming, stressful, and disheartening to a child, and it is our desire to reduce the likelihood of this. This decision is simply a decision at this point in time, for this school year. If, in the future, you would like us to reconsider this child for evaluation, please re-submit a referral form. Below you will find a brief summary of the reasoning behind this decision, if you have any further questions, please contact the district gifted administrator at 706-236-5050.

Thank you.

Sincerely,

Gifted Eligibility Team Members:

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Description of Decision: _____

Rome City Schools Gifted Student Programs Permission for Evaluation

Date: _____

School: _____

To the parent/guardian of _____:

Your child is being considered for eligibility placement in Rome City Schools Gifted Student Programs. Evaluation, for which we need your signed permission, is needed to determine if your child is eligible. Your child will be evaluated in four areas to determine placement. The four areas are: mental ability, achievement, motivation and creativity. For more information about this process, please refer to the Rome City Schools Gifted Manual, which is available at <http://rcs.rome.ga.us/domain/31>. You may also contact a gifted teacher at your child's school. (Please see below.) You will be notified in writing of the results of your child's evaluation and will have the opportunity to schedule a conference to discuss these results.

Sincerely,

Gifted Teacher_____
School

Please sign and return this form to your child's **HOMEROOM TEACHER**.
(Homeroom Teacher: Please courier or give to the gifted teacher listed above.)

Check the appropriate line and sign below.

_____ Yes, I give my permission for further individual evaluation.

_____ No, I do not give permission for further individual evaluation.

Student's Name: _____

Signature of Parent/Guardian: _____ Date: _____

Programa de Estudiantes Dotados

Permiso Para Evaluar

Fecha: _____

Escuela: _____

Al padre/tutor de _____:

Estamos considerando a su niño para colocarlo en los programas de Estudiantes Excepcionales de las Escuelas de la Ciudad de Rome. Las pruebas, lo cual necesitamos su permiso por firma, lo necesitamos para determinar si su niño es elegible. Si usted desea más información tocante a este procedimiento, por favor comuníquese con la maestra de estudiantes excepcionales en su escuela. Se le notificará, por escrito, los resultados de la prueba de su niño y tendrá la oportunidad de citar una conferencia para hablar de estos resultados.

Atentamente,

Maestra de Estudiantes Excepcionales_____
Escuela

Por favor firme esta forma y regréselo a **HOMEROOM TEACHER**.
(Homeroom Teacher: Please courier or give to the gifted teacher listed above.)

Marque la línea apropiada y firme.

_____ Si, doy mi permiso para prueba individual adicional.

_____ No, no doy mi permiso para prueba individual adicional.

Nombre de Estudiante: _____

Firma de Padre/tutor: _____ Fecha: _____

Rome City Schools Gifted Student Programs Notification of Eligibility & Program Description

Date: _____

School: _____

To the parent/guardian of _____:

Your child _____, has been determined to be eligible for placement in the gifted program. Your child cannot begin services until this signed form is received. The Rome City Schools elementary curriculum consists of a variety of interdisciplinary units. They reflect a differentiated curriculum. The following skills are included in the units. These are an extension of the Georgia Standards of Excellence and the Georgia Performance Standards. Please see the attached CONTINUATION PROCEDURES for information about program expectations.

- Development of Cognitive Skills
- Learning Skills
- Research and Reference Skills
- Communication Skills
- Metacognitive Skills

Delivery Model _____ Number of Weekly Segments _____

Gifted Teacher_____
School and Contact Number

Please sign and return this form to your child's **HOMEROOM TEACHER**.
(Homeroom Teacher: Please courier or give to the gifted teacher listed above.)

Check the appropriate line and sign below.

_____ Yes, I give my permission for my child to receive gifted services by the Gifted Student Programs.

_____ No, I do not give permission for my child to receive gifted services by the Gifted Student Programs.

Student's Name: _____

Signature of Parent/Guardian: _____ Date: _____

Programa de Competencia Para Estudiantes Dotados

Notificación de Elegibilidad y Descripción del Programa

Fecha: _____

Escuela: _____

Al padre/tutor de _____:

Su niño, _____, se ha determinado que es elegible para colocarlo en el programa para los niños excepcionales. Su niño no podrá comenzar estos servicios hasta que este formulario sea firmado y recibido. El plan de estudios de Las Escuelas de la Ciudad de Rome consiste de una variedad de unidades interdisciplinarias. Estas Reflejan un plan de estudio diferenciado. Las siguientes habilidades están en las unidades. Estas son extensiones de un Centro de Calidad en las Competencias del Plan de Estudios (Georgia Standards of and the Georgia Performance Standards).

PROCEDIMIENTOS de CONTINUACIÓN para información acerca de expectativas del programa

Desarrollo de Habilidades Cognitivas
Habilidad de Aprendizaje
Habilidad de Investigación y Referencia
Habilidad en Comunicación
Habilidad en Meta Cognitivo

Modelo de Servicios _____ Número de Segmentos por Semana _____

Maestra del Programa de Estudiantes Excepcionales _____	Escuela _____	y	Numero de Contacto _____
---	---------------	---	--------------------------

Por favor firme esta forma y regréselo al **MAESTRO DE AULA** de niño.

(Homeroom Teacher: Please courier or give to the gifted teacher listed above.)

Marque la linea apropiada y firme.

_____ Si, doy mi permiso acuerdo en la colocación de mi niño en el programa para estudiantes excepcionales.

_____ No estoy de acuerdo en la colocación de mi niño en el programa para estudiantes excepcionales.

Nombre de Estudiante: _____

Firma de Padre/Guardián: _____ Fecha: _____

Rome City Schools Gifted Student Programs Notification of Non-Eligibility

Date: _____

School: _____

To the parent/guardian of _____:

The evaluation of your child, _____, for possible gifted services has been completed. The results indicate that he/she has not met the eligibility requirements set forth by the Georgia Department of Education for the program for the gifted at this time. Please understand that this is the result of one period of testing and that it is not a final indication of your child's potential or abilities. You will find evaluation results attached. If you would like to discuss the results, please call for a conference time.

Sincerely,

Gifted Teacher_____
School_____
Phone Number

Please sign and return this form to **HOMEROOM TEACHER HOMEROOM TEACHER**.
(Homeroom Teacher: Please courier or give to the gifted teacher listed above).

Check the appropriate line and sign.

_____ I will call the school for a conference time.

_____ I do not wish to meet for a conference.

Student's Name: _____

Signature of Parent/Guardian: _____ Date: _____

**Programa de Estudiantes Excepcionales de Rome City Schools
Aviso de Inelegibilidad**

Fecha: _____

Escuela: _____

Al padre /tutor de _____:

La evaluación de su niño, _____, para posible servicios dotados ha sido completado. Los resultados indican que el/ella no ha cumplido con los requisitos de elegibilidad establecido por el Departamento de Georgia de Educación para el programa de dotados en este momento. Por favor entienda que este es el resultado de un período de prueba y que no es una indicación final de las habilidades potenciales de su niño. Usted encontrará los resultados de la prueba adjunto. Si usted desea hablar sobre los resultados de la prueba, por favor llame para programar una conferencia.

Atentamente,

Maestra del Programa de Estudiantes Excepcionales Escuela Número de Teléfono

Por favor firme esta forma y regréselo al **MAESTRO de AULA**.
(Homeroom Teacher: Please courier or give to the gifted teacher listed above.)

Marque la línea apropiada y firme.

_____ Llamaré a la escuela para programar un horario para una conferencia.

_____ No deseo una conferencia.

Nombre de Estudiante: _____

Firma de Padre/tutor: _____ Fecha: _____

Rome City Schools Gifted Student Programs Eligibility Report

Name _____ STID _____

Date of Birth _____ Testing Year _____ School _____

Grade _____ Pre-screening Decision: Proceed with Testing _____ Do Not Proceed with Testing _____

Testing Rationale _____

Eligibility Team Members _____

Student Qualifies _____ or Does Not Qualify _____ Student Date of Eligibility (if qualifying) _____

Achievement	Test	Date	Area	Scores %tiles	Qualification- Area A Must Qualify in Achievement AND Mental Ability		Qualification- Area B Must Qualify in 3 of 4	
	Iowa/ ITBS		Reading	_____	Requirement	Met (Circle)	Requirement	Met (Circle)
			Math	_____	K-12 ≥90% Reading Or Math Or Total	Yes Or No	≥90% Reading Or Math Or Total	Yes Or No
			Total	_____				
	MAP		Reading	_____	K-12 ≥90% Reading Or Math Or Total	Yes Or No	≥90% Reading Or Math Or Total	Yes Or No
Math			_____					
Total			_____					
Other		Reading	_____	K-12 ≥90% Reading Or Math Or Total	Yes Or No	≥90% Reading Or Math Or Total	Yes Or No	
		Math	_____					
		Total	_____					

Mental Ability	CogAT		Verbal	_____	Requirement	Met (Circle)	Requirement	Met (Circle)
	NNAT2		Quantitative	_____	K-2 ≥99% 3-12 ≥96% Composite	Yes Or No	K-12 ≥96% Composite Or Component	Yes Or No
			Nonverbal	_____				
			Composite	_____				
Other		Nonverbal	_____					

Motivation	Scales		Motivation Sub-Scale	_____	Requirement	Met (Circle)
	GPA*		_____	_____	≥90%tile On Standardized Scale	Yes Or No
	Other		_____	_____		

Creativity	Scales		Creativity Sub-Scale	_____	Requirement	Met (Circle)
	Torrance		Creativity	_____	≥90%tile On Standardized Scale	Yes Or No
	Other		_____	_____		

*GPA may only be used for students in grades 7-12 and shall be 3.5 or higher in which no more than 10% achieve that GPA.

Programa de Estudiantes Notados de las Escuelas de la Ciudad de Rome

Reporte de Elegibilidad

Nombre _____ #de IDE _____

Fecha de nacimiento _____ Año de Prueba _____ Escuela _____

Grado _____ Decisión de Evaluación Previa: Proceder con la Prueba _____ No Continúe con la Prueba _____

Justificación de la Prueba _____

Miembros de los Equipos de Elegibilidad _____

Estudiante Qualifica _____ o No Qualifica _____ Fecha de Elegibilidad (qualifica) _____

Achievement	Test	Date	Area	Scores %tiles	Qualification- Area A Must Qualify in Achievement AND Mental Ability		Qualification- Area B Must Qualify in 3 of 4	
	Iowa/ ITBS		Reading	_____	Requirement	Met (Circle)	Requirement	Met (Circle)
			Math	_____				
			Total	_____				
MAP		Reading	_____	K-12 ≥90% Reading Or Math Or Total	Yes Or No	≥90% Reading Or Math Or Total	Yes Or No	
	Math	_____						
	Total	_____						
Other		Reading	_____	K-12 ≥90% Reading Or Math Or Total	Yes Or No	≥90% Reading Or Math Or Total	Yes Or No	
	Math	_____						
	Total	_____						

Mental Ability	CogAT		Verbal	_____	Requirement	Met (Circle)	Requirement	Met (Circle)
			Quantitative	_____				
			Nonverbal	_____	K-2 ≥99% 3-12 ≥96% Composite	Yes Or No	K-12 ≥96% Composite Or Component	Yes Or No
			Composite	_____				
NNAT2		Nonverbal	_____					
Other		_____	_____					

Motivation	Scales		Motivation Sub-Scale	_____	Requirement	Met (Circle)
	GPA*		_____	_____		
	Other		_____	_____		

Creativity	Scales		Creativity Sub-Scale	_____	Requirement	Met (Circle)
	Torrance		Creativity	_____		
	Other		_____	_____		

*El GPA solo se puede utilizar para los estudiantes en los grados 7-12 y será 3.5 o mayor en el cual no más del 10% alcanzará ese GLA.

Rome City Schools Gifted Student Programs Annual Review/Program Description

Name: _____ Date: _____

School: _____ Grade: _____

Review of Performance in Gifted Class:

_____ Produces quality of work expected

_____ Participates in class activities

_____ Completes required assignments/products

_____ Exhibits appropriate behavior

S= Satisfactory

N= Needs Improvement

U= Unsatisfactory

Recommendation:

_____ Continue placement

_____ Probationary placement

_____ Withdraw from program

PROGRAM DESCRIPTION:

Delivery Model: _____ Resource Class _____ Internship _____ Joint Enrollment
 _____ Advanced Content _____ Cluster Grouping

Hours of Contact Weekly: _____

Curriculum Focus:

Please sign and return this form to your child's school as soon as possible. If you have any questions, please feel free to contact me.

 Gifted Teacher

 Contact Number

 Parent/Guardian Signature

 Date

Programas de Estudiantes Dotados de las Escuelas de la Ciudad de Rome**Revisión Anual / Descripción del Programa**

Nombre : _____

Fecha: _____

Escuela: _____

Grado: _____

Al padre/tutor de:

Revisión del desempeño en la clase de dotados:

_____ Produce la calidad de trabajo esperada

_____ Participa en actividades de clase

_____ Completes required assignments/products

_____ Exhibe un comportamiento apropiado

S = Satisfactorio N = Necesita mejorar

U = Insatisfactorio

Recomendación:

_____ Continuar la colocación

_____ Colocación probatoria

_____ Retirarse del programa

DESCRIPCIÓN DEL PROGRAMA:***Modelo de entrega:*** _____ Clase de recurso _____ Internado _____ Inscripción conjunta

_____ Contenido avanzado _____ Agrupación de clústeres

Horas de contacto semanal: _____

Enfoque del currículo :

Por favor, firme y devuelva este formulario a la escuela de su hijo lo antes posible. Si tienes alguna pregunta, por favor no dude en contactarme.

Professor Dotado

Número de contacto

Firma del Padre /tutor

Fecha

Challenge Program for Gifted Students Elementary Probation Notice

Date: _____

School: _____

To the parent/guardian of _____:

This is to inform you that your child, _____ is on probation for the upcoming school year in the Challenge Program for the following reasons:

If this problem is not corrected by the end of the probation period, Gifted Program services will be discontinued. A copy of the continuation procedures, which you received earlier, is enclosed.

Sincerely,

Gifted Teacher

School

Signature of Parent/Guardian: _____ Date: _____

Programa de Competencia Para Estudiantes Dotados Notifcation de Probacion Elemental

Fecha: _____

Escuela: _____

Al Padres/Tutor de: _____:

Esta carta es para informarle que su niño, _____ está en probación
para el próximo año escolar en el Programa de Desafío por las siguientes razones:

Si no corrige este problema al final del periodo de probación , Se descontinuarán los servicios del
programa de Dotados. Se adjunta una copia de los procedimientos de continuación, que recibió
anteriormente.

Atentamente,

_____	_____	_____
Maestra del Programa de Estudiantes Excepcionales	Escuela	Numero de Telefono

Firma de Padre/tutor: _____ Fecha: _____

Rome City Schools Gifted Student Programs Middle School / High School Probation Notice

Date: _____

School: _____

To the parent/guardian of _____:

This is to inform you that your child, _____ is on probation for the upcoming semester in the Gifted Student Programs in the following content area(s):

He/she is experiencing problems as demonstrated by:

If the problem(s) is/are not corrected by the end of the probation period, Gifted Program services will be discontinued. A copy of the continuation procedures, which you received earlier, is enclosed.

Sincerely,

Gifted Teacher

School

Signature of Parent/Guardian: _____ Date: _____

**Programas para estudiantes superdotados de las Escuelas de
la Ciudad de Rome
Aviso de probación de la escuela intermedia / secundaria**

Fecha: _____

Escuela: _____

Al padre /tutor de _____:

Esto es para informarle que su hijo, _____ está en período de prueba
para el próximo semestre en los Programas para Estudiantes Dotados en las siguientes áreas de
contenido: _____

Él / ella está experimentando problemas como lo
demuestra: _____

Si el (los) problema (s) no se corrigen al final del período de prueba, los servicios del Programa para
Dotados serán interrumpido. Se adjunta una copia de los procedimientos de continuación, que recibió
anteriormente.

Sinceramente,

Professor dotado

Escuela

Firma del padre / tutor: _____ Fecha: _____

Rome City Schools Gifted Student Programs Withdraw from Gifted Services in One Course

Date: _____

School: _____

To the parent/guardian of _____:

Your child, _____ will be withdrawn from _____

Gifted content area class for the following reason(s):

If you would like to discuss your child's withdrawal from services for this Gifted content area, please contact your child's teacher.

Sincerely,

Gifted Teacher

School

Principal

Signature of Parent/Guardian: _____ Date: _____

**Programa de Competencia para Estudiantes Superdotados de Las
Escuelas de la Ciudad de Rome
Retiro de los servicios superdotados para estudiantes en un curso**

Fecha: _____

Escuela: _____

Su niño, _____ será retirado del _____

Clase de área de contenido para estudiantes superdotados por las siguientes razones:

Si desea hablar sobre el retiro de su hijo de los servicios para esta área de contenido para estudiantes dotados, comuníquese con el maestro de su hijo.

Sinceramente,

Professor dotado

Escuela

Director

Firma del padre / tutor: _____ Fecha: _____

Rome City Schools Gifted Student Programs Re-entry Form

Date: _____

School: _____

To the parent/guardian of _____:

Your child, _____ has met the criteria established for the re-entry into
services for the Gifted Program as demonstrated by: _____

Your child will begin classes on _____.

Sincerely,

Lead Gifted Teacher

Signature of Parent/Guardian: _____ Date: _____

Programa de Competencia para estudiantes superdotados Forma de Entrada

Fecha: _____

Escuela: _____

Al padre/tutor _____:

Su niño, _____, ha completado el criterio establecido en las
Políticas de Continuación para entrar de Nuevo a los servicios del Programa de estudiantes superdotados
demostrado por: _____

Su hijo comenzará las clases el _____.

Atentamente,

Profesor Dotado Principal

Firma de Padre/tutor: _____ Fecha: _____

Rome City Schools Gifted Student Programs Termination of Service

Date: _____

School: _____

To the parent/guardian of _____:

This letter is to notify you that your child, _____ will be terminated from the
Program for the Gifted on _____ for the following reason(s): _____

_____ Failure to maintain Continuation Procedure Criteria

Comments: _____

Lead Gifted Teacher

System Lead Gifted Teacher/Director Gifted Education

Principal

Signature of Parent/Guardian: _____ Date: _____

**Programa para estudiantes superdotados de las Escuelas de
la Ciudad de Rome
Solicitud de estado inactivo voluntario**

Fecha: _____

Nombre del estudiante: _____

Estimado _____:

Esta carta es para informarle que su niño, _____ sera despedido del
Programa de Estudiantes Excepcionales comenzado _____ por los motivos
siguientes: _____

_____ Falta de mantener el Criterio para Continuar

Comentarios: _____

Maestra del Programa de Estudiantes Excepcionales

Lead Gifted Teacher

System Lead Gifted Teacher/Director Gifted Education

Director

Firma de Padre/tutor: _____ Fecha: _____

Rome City Schools Gifted Student Programs Request for Voluntary Inactive Status

Date: _____

Student's Name: _____

Date of Birth: _____ GTID: _____ School: _____ Grade: _____

1. Person requesting voluntary inactive status _____

2. Relationship to student (*please check appropriate line*): ___ Parent/Guardian, ___ Other _____

3. Reasons leading to this request: _____

4. Has this student been on any kind of inactive status or requested inactive status at any time in the past? ___ Yes ___ No

If Yes, give the dates, from _____ to _____ and explain below.

_____ Inactive status is granted from the period from _____ to _____

_____ Inactive status is denied.

Reason(s) _____

Parent/Guardian: _____ Date: _____

Lead Gifted Teacher: _____ Date: _____

Principal: _____ Date: _____

Programas para estudiantes superdotados de las Escuelas de la Ciudad de Rome

Solicitud de estado inactivo voluntario

Fecha: _____

Nombre del estudiante: _____

Fecha de nacimiento: _____ GTID: _____ Escuela: _____ Grado: _____

1. Persona que está solicitando el estado inactivo _____
2. Relación con el estudiante (marque la línea correspondiente): ___ Padre / tutor, ___ Otro _____
3. Razones que conducen a esta solicitud: _____

4. ¿Este estudiante ha estado en algún tipo de estado inactivo o ha solicitado el estado inactivo en algún momento en el pasado?
____ Sí ____ No

En caso afirmativo, indique las fechas, desde _____ hasta _____ y explicar a continuación.

El estado inactivo se otorga a partir del período _____ to _____

____ Se niega el estado inactivo.

Razones _____

Padre/tutor: _____ Fecha: _____

Maestro líder dotado: _____ Fecha: _____

Director: _____ Fecha: _____

Rome City Schools Gifted Student Programs Authorization for Release of Confidential Information

To: _____ Re: _____
(student's previous school)

(Student's Name) (Birthdate)

(Rome City Schools Entry Date)

I hereby authorize you to release all data and evaluation information appropriate for gifted placement. This information will be used in the placement of my child's educational program. Granting this consent is voluntary on my part. It is understood that the party to whom this information is released will not release it to a third party, without my written consent. I understand and agree to the above statement.

Mailed by: _____ Date: _____

Signature of Parent/Guardian Date

Please forward this information to the following address:

Rome City Schools
Director of Gifted Education
508 East Second Street
Rome, GA 30161-3198

Please include a copy of the most recent annual review along with the eligibility documentation.

Rome City Schools Gifted Student Programs Recommendations from Gifted Eligibility Evaluation

Student Name: _____ Date: _____

Classroom Teacher: _____ Grade: _____

This student **did/did not** place in the Gifted Student Program. The results of our evaluation indicate that he/she exhibits strengths (90th percentile or above) in the following areas and would benefit from instructional modifications addressing these areas.

Achievement

____ Reading	____ Other available data indicates strengths in:
____ Language Arts	_____
____ Math	_____
____ Science	_____
____ Social Studies	

Mental Ability

____ Verbal Skills

____ Quantitative Skills

____ Non-Verbal Reasoning

Motivation

____ Highly motivated as determined by the Hawthorne School Version Rating Form

Creativity

____ Highly creative as determined by the Torrance Test for Creative Thinking

Gifted Teacher

Challenge Program for Gifted Students Permission to Transport

Rome City Schools provides a bus to transport students to Gifted Student Program classes. The bus will arrive at _____ Elementary School at _____ AM and will transport students to _____ Elementary School for Challenge Program. The bus will return to _____ Elementary School to pick students up and return them to their home schools for afternoon dismissal.

We will have lunch with the Challenge class at _____.

Please sign below giving your permission to transport your child as stated above.

My child, _____, has permission to be transported between _____ Elementary School and _____ Elementary School each _____ during the _____ school year for participation in the Rome City Schools' Challenge Program as described below.

Parent/Guardian Signature

Date

Please return this form to your child's Gifted Teacher

Teacher: _____

School: _____

Programa de desafío para estudiantes dotados

Permiso de transporte

Las Escuelas de la Ciudad de Rome proporciona un autobús para transportar a los estudiantes a las clases del Programa para Estudiantes Dotados.

El bus llegará _____ A la Escuela _____ AM y
Transportará a los estudiantes a _____ A la escuela para el program
de estudiantes dotados. El autobús volverá a _____ A la escuela para
recoger a los estudiantes y devolverlos a sus escuelas de origen para la salida de la tarde la tarde.

Almorzaremos con la clase de dotados en _____.

Por favor firme a continuación dando su permiso para transportar a su hijo como se indicó anteriormente.

Mi hijo/a, _____, tiene permiso para ser transportado entre
_____ Escuela Elemental y _____ Escuela
elemental cada _____ durante el _____ año escolar para
participación en el programa Challenge de (desafío) las escuelas de la Ciudad de Rome como se describe
a continuación.

Firma de padre/tutor

Fecha

Devuelva este formulario al maestro superdotado de su hijo

Maestro: _____

Escuela: _____

Rome City Schools Gifted Student Programs

Gifted Screening Tool: Hawthorne Motivation Rating Scale

Please complete this motivation screening scale on _____.

For Primary Students:

There are some items on this scale which are not easy to rate due to grade level appropriateness.

However, this is the best scale available. Please mark any items which refer to starting clubs, etc. to the world of play in your classroom at center time or on the playground. Does the child get others involved in a new game, pretend to be a teacher or leader of the group, etc.?

For all Students:

Please rate the students as they typically behave when they are working at their best in your classroom or in the setting in which you are familiar with the student. If you are not aware of an area for a student, please consult with an appropriate individual to complete the form (i.e. coach, PE teacher, math teacher, gifted teacher, counselor, etc.). In order for us to compute a score, every box must be completed. Please fill in only the boxes on the inside of the form, and the date of scoring on the back, we will take care of all of the rest of the information.

Thank you so much for your time and help in appropriately identifying services for this student!

Once you have completed the rating, please return the form to _____.

Thank you,

RCS Gifted Teacher

Additional guidance on gifted education can be found in the GaDOE 2020-2021 Georgia Gifted Resource Manual.

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Gifted%20Education/2020-2021%20Georgia%20Resource%20Manual%20for%20Gifted%20Education%20Services-June%202020---.pdf>

This handbook is NOT intended to be a complete legal explanation of every Georgia or Rome City Schools rule, procedure, policy, protocol, and/or regulation. It is simply intended to be a guidebook to help all those involved in gifted education understand what is required and offer information to guide you during the school year. It should not be assumed to cover every situation and circumstance that arises during the course of the year.