



**Ware County Schools
Resource Manual
for
Gifted Education Services**

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Georgia's adoption of the multiple criteria ruling, Law 160-8-.38, requires local boards to specify their Gifted administrative procedures. The purpose of this manual is to address those procedures.

This manual is a companion document to the Ware County Board of Education Gifted Policy and to the Georgia Board of Education Rules 160-4-2-.38. It contains information to supplement the rules and provide valuable assistance to teachers of Gifted students and administrators of Gifted Programs.

OVERVIEW

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

According to the **Javits Gifted and Talented Education Act (1988)**, "Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor."

The **State of Georgia Programs for the Gifted Rules and Regulations** which were adopted in January, 1996, recognize Gifted students as "students who demonstrate a high degree of intellectual, creative, and/or artistic abilities, possess exceptional leadership skills, or excel in specific academic fields and who need special instruction and/or special ancillary services to achieve at levels commensurate with their abilities."

WARE COUNTY SCHOOLS MISSION STATEMENT

The mission of the Ware County School System, in unity with the Ware County community, is to guarantee that all students are provided with superior instruction, resources (including technology), environment, and guidance to ensure top quality graduates, with life-long learning skills, who can live responsibly in society.

GIFTED PROGRAM PHILOSOPHY

In keeping with the mission of the Ware County School District, it is our belief that each child has the right to pursue excellence in academic knowledge, skills, and behaviors. We believe that education advances individuals so that they may reach their full potential. We support a Program designed to meet the needs of talented and/or Gifted students.

INSTRUCTIONAL PHILOSOPHY

The overall aim in school education services for Gifted students should be to provide for the extension of learning opportunities, development of individual potential, enhancement of the student's advancement toward becoming an independent learner beyond the opportunities/experience of the regular classroom, as well as to provide differentiated curricula offerings.

DIRECT SERVICE GOALS AND OBJECTIVES

Design of the local Gifted curriculum should be based on the learning needs of the Gifted students. Other considerations include local education agency (LEA) resources, means to evaluate the education service's efficiency and effectiveness, means to evaluate student performance, and intellectual and operational levels of the students. Gifted education services should meet the needs of individual students in their areas of Giftedness.

GIFTED PROGRAM GOALS

- I. To educate Gifted and talented students so that they may achieve excellence in academic knowledge and skills.
- II. To encourage Gifted and talented students to reach their individual capacity in their area of exceptionality.
- III. To provide academic acceleration for Gifted and talented students.

GIFTED PROGRAM OBJECTIVES

- A. To provide opportunities for creative expression.
- B. To provide opportunities for the development of thinking skills.
- C. To provide opportunities for self-awareness in order to learn to cope with weaknesses and to explore and appreciate strengths - to see oneself as acceptable.
- D. To provide opportunities for communication with peers of similar ability and interests.
- E. To provide opportunities for decision-making.
- F. To provide opportunities for challenge, stimulation, and competition with others and self without deterring the progress of other pupils.
- G. To provide experience with trained individuals in various fields of interest to the students.
- H. To provide an opportunity to develop an interest in the fine arts.
- I. To provide an opportunity for pupils to become self-directed individuals.
- J. To provide opportunities for developing the ability to cope with change and to foresee the needs of the future.
- K. To provide an environment of tolerance and support for uniqueness.
- L. To provide opportunities for understanding and expression of quality and excellence in one's performance.

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

Code: IDDD

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

(1) DEFINITIONS.

(a) **Differentiated Curriculum** - courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for Gifted students.

(b) **Georgia Department of Education** – (GaDOE) the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.

(c) **Gifted Student** - a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

(d) **Local Board of Education (LBOE)** – agency charged with adopting policies to govern educational entities within the local educational agency.

(e) **Local Educational Agency (LEA)** – local school system pursuant to LBOE control and management.

(f) **Panel of Qualified Evaluators** - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine Gifted Program eligibility.

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

(h) **State Board of Education (SBOE)** – the constitutional authority which defines education policy for public K-12 education agencies in Georgia.

(2) REQUIREMENTS.

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

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

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

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

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

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

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

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

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

1. To be eligible for Gifted education services, a student must either (a) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on a composite or full scale score of a norm-referenced test of mental ability **and** meet one of the achievement criteria described in paragraph (2)(d) 5.(ii) Achievement, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation.

2. To be eligible for Gifted education services, a student must meet the criterion score on a norm-referenced test and either have observational data collected on his or her performance or produce a superior product as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.

3. Test scores used to establish eligibility shall have been administered within the past two calendar years.

4. Any data used in one area to establish a student's eligibility shall not be used in any other data category.

5. Data shall be used for eligibility in the four areas according to the following:

(i) **Mental Ability.** Students shall score at or above the 96th percentile composite on a nationally age normed mental ability test OR 96th percentile on a component score on a nationally normed mental ability test, as defined in the *GaDOE Resource Manual for Gifted Education Services*.

(I) Mental ability tests shall be the most current editions, or editions approved by GaDOE, of published tests that measure intelligence or cognitive ability, which have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

(ii) **Achievement.** Students shall score at or above the 90th percentile on the Complete Battery, Total Reading, or Total Math on a nationally normed achievement OR have produced a superior product or performance, where the superior performance is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified evaluators.

(I) Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Performances and products shall be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.

(iii) **Creativity.** Students shall score at or above the 90th percentile on a nationally normed creativity test, receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale, OR receive from a panel of qualified evaluators a score at or above 90 on a 100-point scale on a structured observation/evaluation of creative products and/or performances.

(I) Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Rating scales used to qualify creativity shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

(III) As evidence of creativity, students, or individuals on behalf of students, may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

(iv) **Motivation.** Students shall receive a score at or above the 90th percentile on a standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances, OR for grades 5-12 have earned a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages.

(I) Rating scales used to qualify student motivation shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.

(II) As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

(III) GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English/language arts, social studies, and full year world language, if such language study is included in the student's records.

6. Assessment data gathered and analyzed by a source outside the student's school or LEA shall be considered as part of the referral and evaluation process. External evaluation data shall not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations shall have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background.

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

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

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

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

(g) Curriculum and Services to be Provided.

1. The LBOE shall develop curricula for Gifted students that incorporate SBOE approved curriculum. LBOE curricula for Gifted students shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and

agricultural education. LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of Gifted students. The LEA shall review and revise, if revisions are needed, its curricula for Gifted students at least annually.

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

(h) Data Collection.

1. The LBOE shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for Gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.

2. The LEA shall evaluate its Gifted Program at least every three years using criteria established by GaDOE.

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

Authority O.C.G.A. § 20-2-151; 20-2-152; 20-2-161. Adopted: **May 10, 2012**

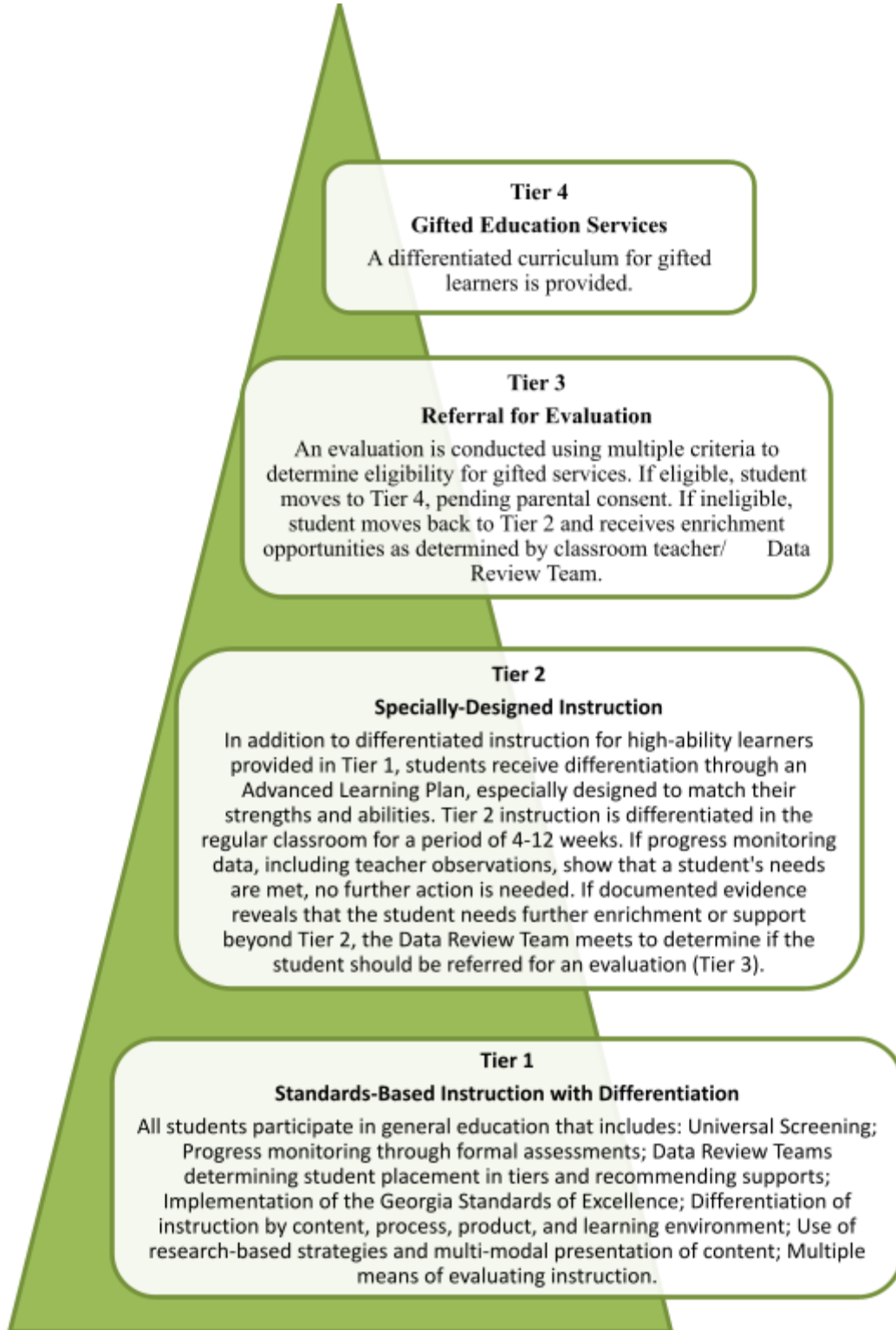
Effective: **May 30, 2012**

SECTION II GIFTED EDUCATION SERVICES

Gifted education services are available to students in grades K-12 who meet the eligibility criteria established by Georgia State Board of Education Rule 160-4-2.38, Education Program for Gifted Students. After being identified through universal screening or referral by an individual, advanced learning needs are first addressed in the general education classroom by providing instructional interventions. This process allows high-achieving students access to differentiated curriculum, flexible pacing of instruction, flexible grouping for instruction, and other appropriate interventions. After allowing sufficient time for instructional interventions to be implemented and monitored in the regular classroom, if there is compelling evidence that the interventions have not met a student's needs, the school's data review team will determine if it is appropriate to proceed with a referral for the evaluation of Gifted Eligibility.

For additional information about Ware County's educational services for high-achieving and Gifted learners, please contact your child's principal, the Gifted educational coordinator at your child's school, or the District Administrator responsible for Gifted Education.

Student Achievement Pyramid of Interventions for High-Achieving Students



DUE PROCESS PROCEDURES

Due Process is the following of rules that have been established for the protection and maintenance of the private rights of individuals.

In January, 1996, the Georgia State Board of Education (SBOE) passed Rule 160-4-2-.38 Education Program for Gifted Students [Code IDDD (2)] which allows for the use of multiple criteria in identifying and placing students into Gifted education. Beginning August 1, 1998, the SBOE elected to merge the existing Gifted education rules (160-4-2-.08) and (160-4-2-.38) creating a single ruling which is referred to as (160-4-2-.38). The guidelines in this document and the accompanying Georgia Department of Education document replace previous guidelines. If there are any questions regarding placement of a student, you are encouraged to call the Office of Student Achievement before placing the student.

TIER 1 – STANDARDS-BASED DIFFERENTIATION

Universal Screening/ Talent Search

- 1. Nominations made by teacher, counselors, parents, peers, administrators, self, or others:** Nominations are usually made by classroom teacher; however, any responsible person who has knowledge of a student's intellectual abilities may make a nomination. Upon nomination, the homeroom teacher will complete the Ware County Program for the Gifted Checklist for Student Nomination form (R-5) and forward it to the Gifted Program Teacher. Once the R-5 form is received, a date will be set for the Data Review Team to meet. The Data Review Team will discuss the data shared on each nominee and complete the Tier 1 Standards-Based Differentiation form (R-1).
- 2. Screening from System-wide Test Scores:** As part of the Universal Screening process, classroom teachers and Gifted Program Teacher will review system-wide test results to determine students whose percentile rankings (NPR) on the fall or spring testing of a nationally normed achievement test fall at or above the 90th percentile on Total Math OR 90th percentile on Total Reading OR 90th percentile on the Complete Composite. For grades 3 – 8, classroom teachers and the Gifted Program Teacher will review the Reading and/or Math portion of the Georgia Milestones to identify a score equivalent to Exceeds on a scale equivalent to Does Not Meet, Meets, or Exceeds. Students who score in the Exceeds category will automatically advance to Tier 2: Advanced Learning Plan. Note: The achievement categories Does Not Meet, Meets, or Exceeds will likely be named differently on the Georgia Milestones.
- 3. Planned Experience:** Students participate in an authentic planned experience during which a trained observation team observes and assesses students for the characteristics of Giftedness. The trained observation team will use a scoring rubric to assess the planned experience. A student's exceptional response to the experience would include: higher order thinking ability, going beyond the requirements of the task, evidence of original thought, exceptional thinking for the grade level, the ability to organize thinking and communicate coherently, creativity, and a high level of intrinsic motivation.
- 4. Transfer to system:** The receiving school's designee will request Gifted Eligibility records from the original school and forward all received information to the Data Review Team. The Data Review Team will evaluate the records to determine if eligibility requirements have been satisfied. If eligibility requirements have been satisfied, the Data Review Team will notify the Gifted Program Teacher to initiate confirmation of services with a Notification of Gifted Eligibility form (R-7). If the eligibility requirements are not met, the student will be placed in Tier 1 and begin the eligibility determination process.
- 5. Standards-based Differentiation:** For students identified through the universal screening process, specific standards-based differentiation in content, process, product or learning

environment will be planned and implemented. Possible strategies include: flexible learning groups, student choice, varied scaffolding, varied pacing, open-ended activities, explorations by interest, and competition. Performance evidence will be collected and documented as outlined in Tier 1 of the Pyramid of Intervention Decision Making Guide. After 4.5 weeks of implementation, the Data Review Team will meet to decide if the evidence warrants moving the student to Tier 2 or continuing standards-based differentiation at Tier 1.

TIER 2- ADVANCED LEARNING PLAN

Advanced Learning Plan (ALP) - An ALP will be developed and documented on the Tier 2 Advanced Learning Plan form (R-2). Specially-designed instruction may include: multiple assessment options, cluster grouping, tiered activities and products, directed/independent study, group investigations, subject advancement, and course compacting. The Data Review Team will monitor progress for a 4.5-week period. After nine weeks, the Data Review Team members will use evidence of student performance to determine if advancement to Tier 3 for Gifted Eligibility evaluation is warranted.

When the Data Review Team believes that the collected information about the student is sufficient and warrants referral to Tier 3, students will be referred to the Gifted Eligibility Team, which consists of at least 3 people from the child's school, including the Gifted Program Teacher, a Classroom Teacher or Special Area Teacher, and a Local School Administrator or LSA Designee (Assistant Principal, Counselor, or other designee).

The parent or legal guardian is the fourth participant of the Gifted Eligibility Team. The Gifted Eligibility Team may invite other participants who have expertise in a content area or special knowledge about the student to attend the meeting to review a student's nomination to determine if formal evaluation is warranted. The Gifted Eligibility Team will notify the parent or guardian in writing that the student has been recommended for evaluation and will request consent to begin the formal evaluation using the Parent Notification/Consent for Evaluation form (R-6). When this consent is obtained, the formal evaluation may begin.

The team may decide that collected information, though sufficient in quantity, does not support a recommendation to continue the referral process to Tier 3. The committee will notify the nominating person that the referral process has been discontinued at the present time. This "WAIT AND WATCH" decision does not preclude the possibility of a student being nominated again at a later time for referral. The student will be monitored in Tier 2 where he/she will remain or be moved back to Tier 1 if unsuccessful in Tier 2.

TIER 3- RESPONSE TO INTERVENTION / EVALUATION

Step 1 - Nomination and Referral

For students who have advanced through the previous tiers of the Pyramid of Intervention Decision Making Guide to Tier 3, Parent Notification/Consent for Evaluation (R-6) will be completed.

1. A student can be referred at any time. However, the student will not be retested during the 2-year period of score validity of the last testing period unless a waiver is granted on a case by case basis by the school system's Gifted Coordinator. This information is provided to the parents on the Parent Notification/Consent for Evaluation form (R-6).

2. Private evaluations and testing may not be substituted for test data generated by the local school system. However, outside data may be used as part of the universal screening process.
3. Narrative of the Nomination and Referral Process:

The purpose of the nomination process is to gather existing information about the student. Samples of the student's work exhibiting academic/creative strengths and a Ware County Program for the Gifted Checklist for Student Nomination (R-5) are submitted to the Gifted Program Teacher by the homeroom/classroom teacher.

During this evaluation phase of the referral process, the Gifted Eligibility Team may consider test data that was gathered and analyzed outside the school system. However, these outside data shall not be substituted for data the school generates during the testing/evaluation process. In other words, if a student has been tested by an outside source (e.g. private psychologist, university clinic, etc.), the Gifted Eligibility Team may consider those results as members determine whether or not to proceed with formal evaluation, but *the outside test data may not be used to determine eligibility for Gifted Program placement.*

The Gifted Eligibility Team will complete and maintain results of all testing using the Tier 3 Evaluation Eligibility Report (R-3). Students who do not qualify for Gifted Education Services may remain in Tier 2, if performance suggests they will be successful with an Advanced Learning Plan, or, in rare circumstances, be placed back in Tier 1. Although the student did not meet the criteria of the Gifted Program, the very fact that he/she had been nominated makes it highly possible that the student needs content modifications available through an Advanced Learning Plan (R-2) to make instruction sufficiently challenging for his/her abilities.

Step 2 – Evaluation

A. Evaluation Screening General Information

1. Evaluation **must** occur in the following areas:
 - a. mental ability
 - b. achievement
 - c. creativity
 - d. motivation
2. Eligibility determination
 - a. current vision and hearing (within one year of evaluation)
 - b. must include a nationally normed test
 - c. must include observational data
 - d. information gleaned must meet criteria in three out of the four areas
 - e. product/performances used in one area may not be used in another area
 - f. students who have been evaluated in all four areas may then be placed under SBOE Rule 160-4-2-.38.
3. Basics for evaluation (Derived from Georgia BOE Resource Manual)
 - a. Percentile rankings for mental ability and creativity tests are age normed.
 - b. Percentile rankings for achievement tests are grade normed.

- c. Scores used for initial placement must be no more than two years old at the time of placement.
- d. The most current edition of the test must be used (DOE may make exceptions).
- e. Normative data for group tests should not be more than 10 years old.
- f. Tests should be normed on a nationally representative sample that included minority representation.
- g. Test development should include bias review.
- h. Products and performances must be school-generated.

B. Specific Criteria for the Four Required Components

Option A, the Psychometric Approach:

The student may qualify on the basis of mental ability **and** achievement assessment results only (regardless of the assessment results in creativity and motivation). **In this case the mental ability test score must be a composite or full-scale score.** The composite score must be at the 99thile for students in grade K-2. The composite score may be at the 96thile or higher for students in grades 3-12. In addition, students (grades K-12) must meet at least one of the achievement standards described in the SBOE Rule 160-4-2-.38: 90thile Total Reading, Total Math, or Complete Battery. **No student may qualify on the basis of mental ability test score alone.**

Option B, the Multiple Criteria Approach:

The student may qualify by meeting standards in any three of the four data categories, at least one of which must be on a nationally-normed standardized test. Component scores (e.g., Nonverbal Ability), as well as full-scale scores, may be used in the area of mental ability. However, component scores must meet the criteria specified in the Gifted Education Regulations.

We believe that these abilities (mental ability, achievement, creativity, and motivation) may be demonstrated in a variety of ways, thus there are assessment options in each of the data categories. We are also committed to the belief that Gifted students may be found within any race, ethnicity, gender, economic class, or nationality.

- In option A and B, information shall be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GaDOE approved nationally norm- 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.
- Local school systems must establish policies in regards to the use of data gathered and analyzed by private entities.

| Category | Option A | Option B |
|----------|----------|----------|
|----------|----------|----------|

| | Student must have a qualifying score in the mental ability AND achievement categories. | Student must qualify in <u>three of the four</u> categories. |
|-----------------------|--|--|
| Mental Ability | <p>Grades K-2 99thile composite score on a nationally age normed mental ability test</p> <p>Grades 3-12 96thile composite score on a nationally age normed mental ability test</p> | <p>Grades K-12 $\geq 96^{\text{th}}$ile composite score on a nationally age normed mental ability test OR 96th% on a component score of a nationally age normed mental ability test</p> |
| Achievement | <p>Grade K-12 $\geq 90^{\text{th}}$ile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test. Grade-based norms will be used.</p> | <p>Grades K-12 $\geq 90^{\text{th}}$ile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test OR</p> <p>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</p> |
| Creativity | <p>Evaluation data required</p> | <p>Grades K-12 $\geq 90^{\text{th}}$ile composite score on a nationally normed creativity test</p> <p>Grades K-12 Rating scales used to qualify student creativity must equate to the 90thile</p> <p>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</p> |
| Motivation | <p>Evaluation data required</p> | <p>Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subjects (mathematics, English/language arts, social studies, science, and a full year of world languages</p> <p>Grades K-12 Rating scales used to qualify student creativity must equate to the 90thile</p> <p>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</p> |

1. Mental Ability

a. Criteria

Mental Ability: Students shall score $\geq 96^{\text{th}}$ ile composite score (or 99thile if in grades K-2) on a nationally **age normed** mental ability test.

b. Test Selection

The Gifted Eligibility Team will decide which mental ability test is appropriate to begin assessing individual students. The mental ability test selection must be based on the information collected on the student's performance. Some mental ability tests have been normed on the component or composite areas. On these tests, the state of Georgia allows for either of the scores to be used for placement of the student. Refer to the current Gifted Education Assessment Measures document for the list of approved tests.

2. Achievement

- a. Criteria
 - (1) At or above the 90thile on Total Reading, Total Math, or Complete Battery on a nationally normed achievement test **using grade-based norms**
 - (2) Superior product/performance with a score at or above 90 on a scale of 1-100 as evaluated by a panel of three or more individuals
- b. Evaluation Selections
 - (1) Grade-Normed tests that measure, at a minimum, reading, including reading comprehension, and give a total reading score or total mathematics score based upon a combination of scores in math concepts and applications.
 - (2) Refer to the current Gifted Education Assessment Measures document for the list of approved tests.
 - (3) Student-generated products and performances

3. Creativity

- a. Criteria
 - (1) At or above the 90thile on the composite score of a nationally normed creativity test
 - (2) Rating scales used to qualify a student must equate to the 90thile
 - (3) Superior product/performance with a score at or above 90 on a scale of 1-100 as evaluated by a panel of three or more individuals
- b. Acceptable Creativity Measures
 - (1) Refer to the current Gifted Education Assessment Measures document for the list of approved tests.
 - (2) An individual state or national award in the fine arts (must be approved by the Gifted Eligibility Team)

4. Motivation

- a. Criteria
 - (1) In grades 5-12, a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages. Please note that students' grades for the current year are not admissible for determining GPA. (Note: Children in grades K-2 do not receive numerical grades to provide a 2-year GPA history for students through grade 4.)

- (2) Superior performance, a score at or above 90 on a scale of 1-100 as evaluated by a panel of three or more individuals who are experts in the field.
- b. Acceptable Motivation Measures
 - (1) GPA in grades 6-12 (A minimum of two evaluators)
 - (2) Refer to the current Gifted Education Assessment Measures document for the list of approved tests.
 - (3) An individual state or national leadership award (must be approved by the Gifted Eligibility Team)

Examples of student-generated products which may be used:

*State Level or above competition in:

| | |
|------------------------|----------------------------------|
| History Day (6-12) | Social Science Fair (5-12) |
| Science Fair (6-12) | Mock Trial (9-12) |
| Literary Awards (9-12) | Other contests of similar weight |

*Product/performance must be judged by a panel of at least three judges and an interview must be part of the evaluation process. Individual awards such as:

| | |
|--------------------------------|--|
| Academic Tribute Award | Geography Bee (State Finalist) |
| Spelling Bee (District Winner) | Duke Talent Search (State Recognition) |

Individual award in national mathematics contest--District level or above (i.e. Math Counts, Continental Math League)

C. Order of Evaluation

Rule 160-4-2-.38 will be used to determine the order of evaluation.

| Grade Level | Mental Ability Score | Achievement Test Score |
|--|---|--|
| a. K - 2 | 99 th %ile composite score | 90 th %ile composite score or 90 th %ile Total Reading including Reading Comprehension or Total Math |
| b. 3 - 12 | ≥96 th %ile composite score | Same as above |
| c. K – 12 Multiple Criteria Approach (Meets requirements in three of the four areas of evaluation) | ≥Multiple Criteria 96 th %ile component or composite score | Same as above |

* Information will be collected in all four areas regardless of method of eligibility.

The Gifted Eligibility Team will follow this sequence in determining eligibility for the Gifted Program under the .38 Guidelines.

- a. Students who score at the 99th%ile on a mental ability test (K-2) will qualify for placement in the Gifted Program with appropriate achievement test scores.
- b. Students (K-2) who score below the 99th%ile on a mental ability test, but within 2 standard errors of measurement of the required score will be referred to the school psychologist for testing using the Back-Up Testing Request form (R-12).

- c. (1) Students (3-12) who score at the 96-99thile on a mental ability test and whose achievement test scores (current within two years) meet eligibility requirements will be recommended for placement in the Gifted Program.
 (2) Students (3-12) who score within 2 standard errors of measurement of the required score on a mental ability test and whose achievement test scores (current within two years) meet eligibility requirements will be referred to the school psychologist for testing using the Back-Up Testing Request form (R-12).
- d. (1) Students (K-12) shall score at or above 96thile composite or appropriate component score, as defined in Appendix A of the Georgia Department of Education Resource Manual for Gifted Education Services, on a standardized test of mental ability.
 (2) Students (K-12) who score within 2 standard errors of measurement of the required score on a mental ability test will be referred to the school psychologist for testing using the Back-Up Testing Request form (R-12).
- e. Information will be gathered in each area: **mental ability, achievement, creativity, and motivation**. A student must meet criteria *in any three of the four areas*. At least one of the criteria *must be met by a score on a nationally normed test*. Any test score used to establish eligibility will be *current within two years*.

| Mental Ability | Achievement | Creativity | Motivation |
|---|--|---|--|
| <p>≥ 96th percentile, by age, on a composite/ full scale score or appropriate component score on a <i>standardized mental ability test</i>.</p> | <p>≥ 90th percentile by age, on Total Reading or Total Math or Total Battery on a <i>standardized achievement test</i> OR</p> <p><i>A superior rating (numerical score ≥ 90 on a scale of 1-100) on a student-generated product or performance evaluated and verified by a panel of three or more professionals or experts in field</i></p> | <p>≥ 90th percentile, by age, on the Total Battery score of a <i>standardized creativity test</i> OR</p> <p>Superior rating (numerical score ≥ 90 on a scale of 1-100) on a student-generated product or performance using <i>standardized creativity characteristics rating scales</i> OR</p> <p>A numerical score ≥ 90 on a scale of 1-100 on a structured observation of a <i>performance</i> evaluated by a panel of three or more <i>professionals or experts in a field</i></p> | <p>GPA of 96 or NGA of 90 is allowable for students in grades 5-12. GPA or NGA is based on two previous years' averages OR</p> <p>A superior rating (numerical score ≥ 90 on a scale of 1-100) on a standardized motivational characteristics rating scale OR</p> <p>A superior rating (numerical score ≥ 90 on a scale of 1-100) on (a) <i>student-generated product or performance evaluated and verified by a panel of three or more professionals or experts in a field</i> or (b) <i>a structured observation by a panel of three or more professionals or experts in a field</i></p> |

Step 3 – Gifted Eligibility Team Options and Responsibilities

A. Eligibility Team Options

- 1. Place student in the Gifted Program

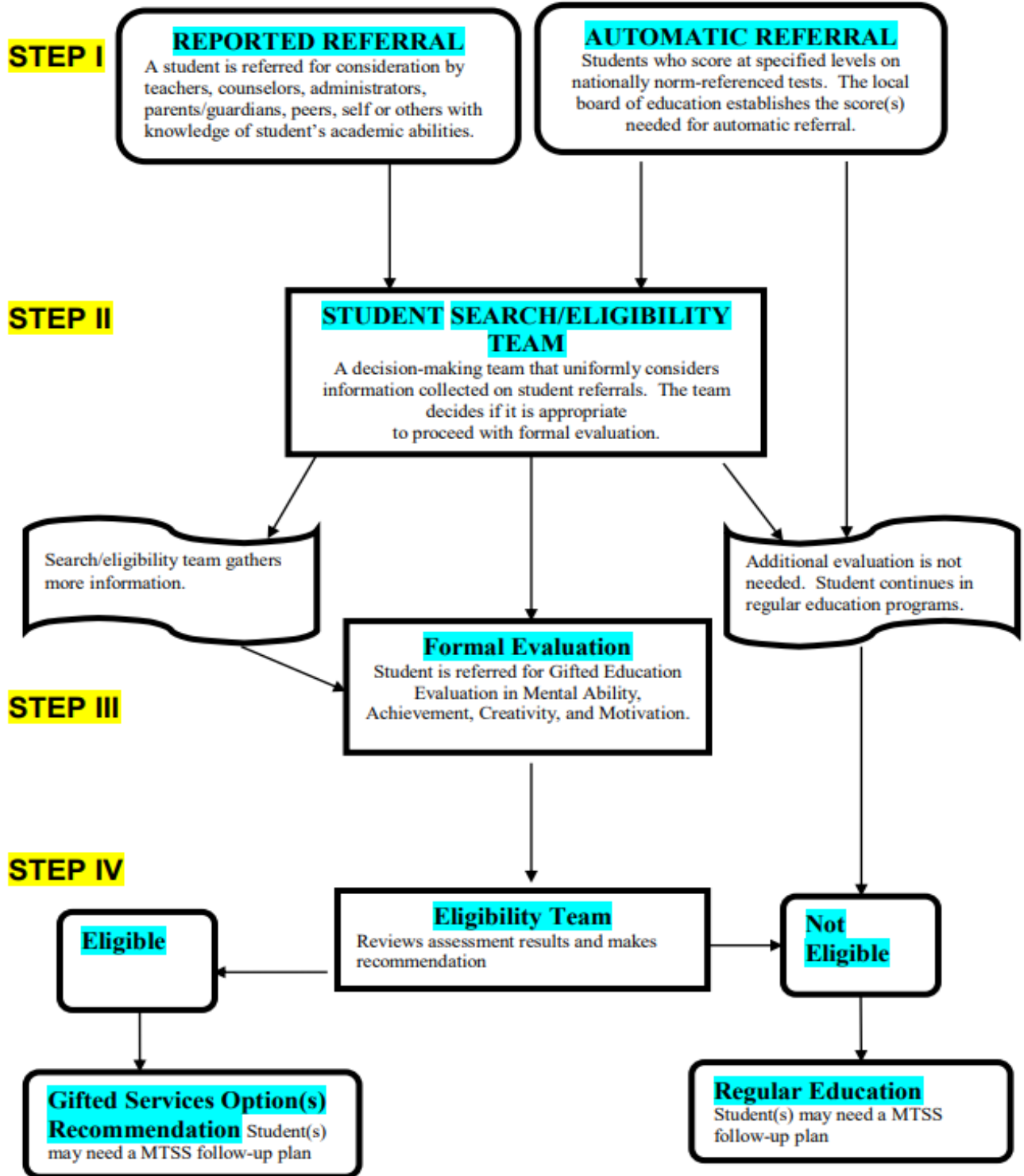
2. Recommend regular classroom placement as appropriate (no special Gifted services)
3. Recommend other (non-Gifted) program
4. Devise an educational plan for students when deemed necessary.

B. Eligibility Team Responsibilities

1. Complete and sign Tier 3 Evaluation Eligibility Report (R-3)
2. Provide the parent/guardian with a copy of Tier 3 Evaluation Eligibility Report (R-3) and a copy of the Tier 4 Gifted Education Plan (R-4) for the upcoming year. If the parent does not attend the meeting, every effort should be made to have the parent come in to sign.

**FLOW CHART FOR WARE COUNTY SCHOOLS’
ELIGIBILITY/IDENTIFICATION PROCESS**

Gifted Referral Flowchart



Step 4 – Services

A. Placement

1. Place a checkmark in the appropriate box if the student is eligible for services in the Gifted Program on the Tier 3 Evaluation Eligibility Report (R-3).
2. The Gifted Testing Coordinator:
 - a. Sends a copy of the Tier 3 Evaluation Eligibility Report (R-3) to the parent/guardian of the student.
 - b. Sends a Notification of Gifted Eligibility form (R-7) and a copy of the Tier 3 Evaluation Eligibility Report (R-3) to the parent/guardian of the qualifying student.
3. If parent/guardian consents to Gifted Placement, the Gifted Testing Coordinator:
 - a. Makes copies of all testing and placement information to create the student's Gifted file.
 - b. Schedules student in Gifted classes.
 - c. Updates student rosters.
 - d. Sends a copy of the student's complete file to the Office of Student Achievement.
4. If parent/guardian **does not** consent to Gifted Placement, the Gifted Testing Coordinator:
 - a. Marks through the checked placement line on the top of the Tier 3 Evaluation Eligibility Report (R-3) and writes **DO NOT PLACE IN GIFTED EDUCATION PROGRAM** in bold letters.
 - b. Uses a highlighter to highlight the above sentences and the parent/guardian's decision not to enroll student on the Notification of Gifted Eligibility form (R-7).
 - c. Places Notification of Gifted Eligibility (R-7) and a copy of the Tier 3 Evaluation Eligibility Report (R-3) in the student's Gifted file.
 - d. Meets with the school's Data Review Team to plan for the design and implementation of an appropriate Tier 2 Advanced Learning Plan (R-2).

B. No Special Services at this Time (Non-Placement)

Gifted Program Teacher:

1. Checks the non-placement line on the Tier 3 Evaluation Eligibility Report (R-3).
2. At the time of the Gifted Eligibility Team meeting, places a copy of the Tier 3 Evaluation Eligibility Report (R-3) in the student's Gifted file.
3. Sends to the parent/guardian:
 - a. Notification of Non-Eligibility (R-8)
 - b. Copy of the student's Tier 3 Evaluation Eligibility Report (R-3)
4. Conferences with parents, if requested.
5. Keeps test protocols, Parent Notification/Consent for Evaluation form (R-6), and Tier 3 Evaluation Eligibility Report (R-3) at the school the student attends. (Transfers those files to next school *within Ware County* when the student progresses from 5th to 6th or 8th to 9th grade). This is in keeping with the Family Rights and Privacy Act (FERPA).
6. Meets with Gifted Eligibility Team to determine if the student should be placed in Tier 2 with an Advanced Learning Plan (R-2) or recommends other (non-Gifted) program.

Step 5 – Annual Review

A. **Gifted Eligibility Team Annual Review Meeting**

A Gifted Eligibility Team Meeting should be scheduled annually to review and revise the Tier 4 Gifted Education Plan (R-4), including:

1. Determine if continuation criteria have been met.
2. Reconsider individual student goals in the identified area of Giftedness.
3. Make educational programming decisions for the upcoming school year.
4. Make recommendations for differentiated instruction aligned with student goals.
5. Complete and sign the Gifted Eligibility Yearly Team Report (R-14).

B. **Students Recommended for Continuation**

1. Students recommended for continuation must have satisfactory performance in the Gifted classroom. In grades K-8, students must maintain an 85 average in Gifted strength classes for each grading period. Students in grades 9-12 must maintain an 85 average in Gifted strength classes before any applicable AP points are applied.
2. The Gifted Program Teacher places a copy of the annual review Tier 4 Gifted Education Plan (R-4) in the student's school Gifted file and sends a copy to the Office of Student Achievement to be placed in the student's central office Gifted file. A copy is also sent home to the parent/guardian.

C. **Students Not Recommended for Continuation**

1. If it is determined at the time of the annual review, or at any time during the school year, that performance in the Gifted Program is not satisfactory, the Gifted Program Teacher must first send home a Notification of Probation form (R-9), which notifies the student and the parent/guardian that there is a problem. The student then has one grading period to improve his/her performance to the acceptable level according to the Ware County Continuation Policy.
2. If the student's performance is still not up to standards at the end of one grading period, he/she is placed out of the Gifted Program for one grading period. The Gifted Program Teacher then mails home a Notification of Dismissal form (R-10). The Gifted Eligibility Team must place a copy of the Notification of Dismissal form (R-10) in the student's school Gifted record folder and send a copy of this form to the Office of Student Achievement. The Gifted Program Teacher will then delete the student's name from the Gifted roster, which ensures that FTE counts are accurate.
3. Once a student is dismissed from the Gifted Program, it is the responsibility of the parent/guardian to monitor the student's grades for a minimum of one semester but not longer than two full academic years. When the student's grades are up to standards (85 or above average in Gifted strength subjects), it is the parent/guardian's responsibility to notify the Gifted teacher **in writing** that the child is once again eligible for entry into the Gifted Program.

D. **Other Forms of Dismissal**

1. Parent/Guardian or Student Request

- a. Parents/guardians wishing to have their child dismissed from the Gifted Program must make their request in writing to the Gifted Program Teacher. This written request should state the reason(s) for the dismissal. The Gifted Eligibility Team will then send the parents a Voluntary Withdrawal from the Gifted Program form (R-11).
- b. The Gifted Eligibility Team places a copy of the Voluntary Withdrawal from the Gifted Program form (R-11) in the student's school Gifted file and removes the student from the Gifted roster.
- c. The Gifted Eligibility Team sends a copy of the student's Voluntary Withdrawal from the Gifted Program form (R-11) to the Office of Student Achievement so that the student's name can be deleted from future FTE counts.

OTHER TOPICS RELATED TO DUE PROCESS

Transfer Students

A. Within Ware County Schools

1. The student's Permanent Record Folder should be checked for a current copy of the Tier 3 Evaluation Eligibility Report (R-3) by the local school's office personnel. The office personnel should notify the Gifted Program Teacher about the new student.
2. Gifted students transferring from one school to another within Ware County are automatically placed in the Gifted Program of the receiving school.
3. The Gifted Program Teacher in the sending school notifies the Gifted Program Teacher at the receiving school.
4. The Gifted Program Teacher at the new school reviews the file for accuracy.

B. Within the State of Georgia

1. Placement of students in Gifted Programs in the State of Georgia is reciprocal if the student has been placed in another Georgia Gifted Program and has continued to meet continuation policy.
2. Placement of the student in the Gifted Program and related evaluation data is reviewed by the Gifted Eligibility Team for accuracy. Records **must be received** before placement. The student cannot be placed as a result of verbal notification that he/she was in another Georgia school's Gifted Program.
3. The Gifted Eligibility Team makes a placement recommendation.
4. Procedures for placement begin (See Step 4 - Services).

C. Outside the State of Georgia

1. There is no mandated reciprocity between states. The Gifted Program Teacher determines if the student was in good standing in a Gifted Program in the previous school system.
2. Enrollment records from previous Gifted Program and evaluation data that is no more than two years old at the time of referral which meets state criteria are considered by the Eligibility Team for placement using GBOE Rule 160-4-2-.38.
3. The Gifted Program Teacher should proceed as if the student is a new nomination if:

- a. Test data is more than two years old at the time of the nomination.
- b. Evaluation data does not meet criteria for GBOE Rule 160 -4-2-.38.
- c. Evaluation data is not available.

D. Exceptions Made by the Gifted Review Team

1. Occasionally, problems or situations which cause parents, teachers, and administrators to seek additional professional advice, judgment, and/or support arise. These may include:
 - a. Procedural problems not specifically addressed by Board policy or administrative regulations.
 - b. Student, parent, teacher, or administrator requests for case-by-case special consideration because of extenuating circumstances.
 - c. Other situations involving the Gifted Program deemed necessary by the school principal.

Example 1: A student who transfers from another Georgia school enters with records indicating that he/she was improperly placed in Gifted Program. Does the Ware County School accept the improper placement (reciprocity vs. ethical accountability; good public relations welcome vs. consistent Program implementation)?

Example 2: A child undergoing extreme family trauma does not meet continuation requirements by the Gifted Program. Does his/her need for the continuing support of Gifted placement justify making an exception to the rule that others must follow?

2. At any time, the principal may request that the System Gifted Coordinator assemble a Gifted Review Team for Exceptions. These conditions must be met:
 - a. The Gifted Review Team for Exceptions should consist of 3-5 members. These representatives should include a parent, a teacher, and a principal, with the principal serving as Team Leader. None of the appointees may come from the school requesting the review.
 - b. The problem referred to the Gifted Review Team for Exceptions must be clearly defined, and it must have a very narrow focus.
 - c. The Gifted Review Team for Exceptions is specifically appointed to solve one specific problem, and then the team is dissolved.
 - d. Each request for the Gifted Review Team for Exceptions will result in new team members representing parents, teachers, and principals being appointed.
 - e. A request to use the Gifted Review Team for Exceptions to respond to an appeal or address a problem does not, in any way, interfere or supersede due process.

SECTION III GIFTED PROGRAM INFORMATION

GIFTED PROGRAM COMPONENTS AND POLICIES

The Program for the Gifted includes instruction in areas basic to Gifted Education.

This includes:

- | | | | |
|-----|-------------------------------|-----|----------------------|
| (1) | Advanced Academics | (4) | Communication Skills |
| (2) | Creativity | (5) | Leadership |
| (3) | Research and Reference Skills | (6) | Motivation |

The Gifted curriculum incorporates these skill areas into units and/or courses that deal with one or more of the following content areas:

- | | | | |
|-----|----------------|-----|----------------------|
| (1) | Language Arts | (5) | Fine/Performing Arts |
| (2) | Social Studies | (6) | Foreign Language |
| (3) | Science | (7) | Technology |
| (4) | Mathematics | | |

Minimum Number of Contact Segments per Week: 5

Under Georgia guidelines, the amount of instructional content time allowed for a daily FTE qualification segment is a minimum of 45 minutes for elementary and a minimum of 50 minutes for middle and high schools. Gifted Program Teachers must ensure that students meeting once per week have Gifted contact time throughout 5 segments of the instructional day.

MAKE-UP WORK POLICY

Students in the Ware County Gifted Program are to be held responsible for mastery of all curriculum standards. However, due to the unique nature of the Elementary Gifted Program and the workload that Gifted students are expected to carry, they will, in most cases, be excused from daily and related homework assignments during times when they are pulled out of the regular classroom and scheduled into a Gifted class.

STUDENT EVALUATION (REPORT CARD)

The inclusion of Gifted student evaluation carries the following rationale:

1. A student evaluation provides feedback to the student, the parents, and the classroom teacher.
2. A student evaluation documents specific curriculum units and accompanying objectives that have been a part of the Gifted student's educational Program for a given school year.
3. A student evaluation provides motivation for the challenging curriculum demands made on the Gifted student.
4. A student evaluation demonstrates the value and meaning placed on the curriculum that is designated for the Gifted students.
5. A student evaluation documents the student's accountability while participating in the curricular activities designed for him/her in the Gifted Program.

Evaluation/Progress Reports will be sent to parents at the end of each nine-week marking period.

SECTION IV GIFTED EDUCATION SERVICE DELIVERY MODELS

Students identified as Gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of Gifted Education services, using one of the following GaDOE approved models. Local Education Agencies (LEA) shall make available to the public and the GaDOE a description of the differentiated curricula and delivery models used for instruction of Gifted students. In forming classes, please keep in mind that Federal law prohibits discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background.

A differentiated curriculum is defined as courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for Gifted students. In the delivery models described below, the instruction must be based on the Georgia curriculum standards. These regulations also describe the requirements that must be met in order to count the instructional segments provided by any of these models at the Gifted weight in full time equivalency (FTE) reporting. The Georgia Professional Standards Commission (GaPSC) requires that Gifted Education teachers have a Gifted Education endorsement attached to their Georgia Teaching Certificate. Unless noted otherwise, the total class size is specified by the SBOE Rule 160-5-1-.08 *but does not take into account additional local waivers that may be in place.*

DIRECT SERVICES

Resource Class (K-12)

1. All students must have been identified as Gifted by SBOE criteria.
2. The curriculum must have an academic content foundation based on the Georgia curriculum standards, but it should focus on interdisciplinary enrichment activities and not any one content area.
3. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level.
4. Gifted students may receive no more than 10 Gifted FTE segments per week of resource class service.

Advanced Content (K-12)

1. Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages).
2. The district may elect to include students who are not identified as Gifted, but who demonstrate exceptional ability and motivation in a particular content area.
3. The local district must establish criteria and guidelines that identify Gifted and regular education students who will be successful in advanced content classes.
4. The local board of education must maintain a description of the course curriculum which very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level.
5. Identified Gifted students in the advanced content course may be counted at the Gifted FTE weight. Students who are not identified as Gifted must be counted at the regular education FTE weight.

6. In grades K-5, Gifted students may receive no more than two Gifted FTE segments per day of advanced content service in the same content area.
7. Gifted FTE segment(s) may not be earned in the K-5 advanced content service model if a Gifted student is already receiving a cluster or collaborative Gifted FTE segment in the same content area. For example, a student could not earn a Gifted FTE segment in advanced content mathematics and earn a Gifted FTE segment in the cluster or collaboration model in mathematics.

**Advanced Placement (AP) College Courses (9-12) and International Baccalaureate Courses (IB):
College and Diploma Courses (11-12)**

1. Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages).
2. The district may elect to include students who are not identified as Gifted but who demonstrate exceptional ability and motivation in a particular content area.
3. The local board of education must maintain a description of the course curriculum which is based on the College Board or the International Baccalaureate Organization (IBO) framework. These frameworks very clearly show how the AP and IB advanced course content, teaching strategies, pacing skills, and assessments differ from the courses more typical for students at that grade level.
4. The total class size specified by the SBOE is 21 at the high school level.

In order to count the Gifted students in AP (grades 9 – 12) and IB (grades 11 and 12) classes at the Gifted FTE weight, the teacher must have the following qualifications:

Advanced Placement (AP) Courses:

- Appropriate content area GaPSC approved certification in the specific content area.
- Appropriate training by the College Board in that specific AP course and must have completed a 10 clock hour professional development course in characteristics of Gifted learners and curriculum differentiation for Gifted students; **or**
- The teacher has a current GaPSC issued Gifted endorsement.

International Baccalaureate (IB) Diploma Courses:

- Appropriate content area GaPSC approved certification in the specific content area.
- Appropriate authorized training by the IBO in the specific IB diploma course, and must have completed a 10 clock hour professional development course in characteristics of Gifted learners and curriculum differentiation for Gifted students; **or**
- The teacher has a current GaPSC issued Gifted endorsement.

Gifted Honors and IB Middle Years Program (IBMYP) Courses:

- The teacher must have the appropriate content area GaPSC approved certificate in the specific honors course.
- The teacher has a current GaPSC issued Gifted endorsement.
- In addition to a Georgia Teaching License and Gifted endorsement, the IBMYP teachers must complete the appropriate professional development courses required by IBO.

Cluster Grouping (K-12)

Identified Gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level.

1. The regular classroom teacher must have a current GaPSC approved Gifted endorsement.
2. A maximum of two Gifted FTE segments per day may be counted at the Gifted weight. The teacher must document the curriculum differentiation for the Gifted student(s) by completing individual or group contracts which include the following requirements:
 - a. A description of the course curriculum which is based on Georgia standards that very clearly show how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for student(s) at that grade level.
 - b. Separate lesson plans which show reason(s) why the Gifted student(s) need an advanced curriculum in the content areas of English language arts, mathematics, science, social studies, and world languages; and
 - c. Dates and amount of time (in segments) the student(s) will be engaged in the higher-level activities and how the students will be evaluated (formative and summative).

INDIRECT SERVICES

Collaborative Teaching (K-12)

A maximum of eight identified Gifted students are placed as a group into an otherwise heterogeneous classroom. Direct instruction is provided by the students' regular classroom teacher who collaborates with a designated Gifted teacher. There must be substantial, regularly scheduled collaborative planning between the regular classroom teacher and the Gifted teacher. The following requirements must be met to earn the Gifted FTE weight:

1. The collaborating Gifted teacher must have a clear renewable GaPSC approved Gifted Education endorsement.
2. The Gifted teacher, the regular classroom teacher, and the Gifted student(s) (when appropriate) collaborate and document the development of differentiated instructional strategies, Georgia standards based curriculum, and evaluation practices.
3. The collaborating regular classroom teacher and Gifted teacher must be provided adequate planning time which must be documented and approved by the LEA. In certified personnel information, the regular education teacher is the teacher of record and the Gifted Program Teacher is recorded in the consultative subject code (see table 1).
4. The Gifted education teacher must be given one full period each week or its monthly equivalent during which he/she has only Gifted education collaborative planning responsibilities (as determined by the local system) for every three classes in which he/she has collaborative teaching responsibilities.
5. The total number of Gifted students whose instruction may be modified through this collaborative approach may not exceed eight per class. For example, if the Gifted Program Teacher is working with three classroom teachers during the first period of

the school day, there may be no more than 24 Gifted students (for whom curriculum is being differentiated among the three classes).

6. Instructional segments that have been modified for Gifted learners may be counted at the Gifted FTE weight if the Gifted education teacher, and regular education teacher document the curriculum modifications made for the Gifted students in the following ways:
 - a. Separate lesson plans which show the reason(s) why any student whose instruction is counted at the Gifted FTE weight needs an advanced curriculum in that particular content area (e.g., national norm-referenced tests and/or benchmark tests); and
 - b. A time and discussion log of the collaborative planning sessions between the teachers.
 - c. Individual or small group contracts indicating the differentiated learning standards for the Gifted student(s) and the alternative instructional strategies in which the Gifted student(s) will be engaged.

Table 1: Planning Time for Gifted Program Specialist in the Collaborative Teaching Model

| Number of classes in which the Gifted specialist collaborates | Number of segments counted at the Gifted weight | Required collaborative planning time in minutes |
|--|--|--|
| 1-3 | 1-24 | 45-60 |
| 4-6 | 25-48 | 90-120 |
| 7-9 | 49-72 | 135-180 |
| 10-12 | 73-96 | 180-240 |
| 13-15 | 97-120 | 225-300 |
| 16-18 | 121-144 | 270-360 |

Internship/Mentorship (9-12)

A Gifted student works with a mentor to explore a profession of interest. The Gifted Program internship teacher assigned to supervise the internship/mentorship Program maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student’s individual learning goals which are based on the approved Georgia standards based curriculum. One or two instructional segments per day may be counted at the Gifted FTE weight for students participating in the Gifted internship/mentorship program. Each internship/mentorship student must have a contract which document the work to be done, the learning goals for the Gifted student, the dates and amount of time the student will be participating in the internship/mentorship, the means by which the Gifted students learning will be evaluated, and the responsibilities of the Gifted Program internship teacher and the mentor.

To ensure adequate time for the Gifted Program internship teacher to monitor and assist Gifted students participating in internships/ mentorships, he/she must be given one full period each day or its weekly equivalent during which he/she has only Gifted Education internship/mentorship responsibilities (as determined by the local system) for every 15 Gifted students for whom he/she is supervising the internship/mentorship experience.

Approved Innovative Models

The GaDOE encourages the development of innovative programs for Gifted students which are clearly in accordance with the needs of the Gifted learners and the philosophy of the district. If a school district desires to implement a Gifted Program delivery model other than one of the models described above, the district must submit a description of that plan to the Gifted Education Specialist at the GaDOE. The plan must clearly describe the rationale for the special model, the goals and objectives for the program, the advanced nature of the curriculum which will be provided to Gifted learners, how the model's effectiveness will be evaluated, how Gifted FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTEs will be generated).

The SDOE Innovative Model Review Team will approve local school district plans for special models that are in accordance with all applicable rules and regulations, consistent with best practice guidelines for the education of Gifted students, and provide strong programming and fiscal accountability. If the district's proposal for a special model is not within the guidelines established by SBOE and /or the GaDOE regulations, the GaDOE Gifted Education Specialist will advise the district contact that the Local BOE must be granted a waiver from the SBOE before that model could be used to provide Gifted education services.

SECTION V GIFTED EDUCATION CURRICULUM

CURRICULAR CONSIDERATIONS

Gifted teachers must address the objectives of the Georgia Performance Standards and Common Core Georgia Performance Standards while providing differentiated curriculum based on the assessed needs of the students. Such a curriculum should include more elaborate, complex, and in-depth study of major ideas, problems, and themes than would be ordinarily available in the regular classroom. The curriculum should enable students to conceptualize existing knowledge and to generate new knowledge. The curricula are reviewed annually, and revisions are made as needed. The LEA promotes participation of Gifted education specialists and general education teachers in professional development activities designed to increase subject matter knowledge and improve the use of curricula, instructional strategies, and assessment measures that are appropriate for Gifted and talented students.

Curricula for Gifted education learners must incorporate the SBOE approved curriculum. Local BOE curricula for Gifted students shall focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation.

INSTRUCTIONAL OPTIONS FOR GIFTED AND HIGH ABILITY STUDENTS

The needs of Gifted and high-ability students vary widely; therefore, an array of instructional modification options should be available for all grade levels and content areas. Specific learner objectives are developed on a case-by-case basis. Tier 1, 2, 3, and 4 options to consider include, but are not limited to, the following:

Acceleration (subject and whole grade)

An individual student moves to a higher grade, for instruction in one or more subject areas or a student skips a grade level to move to a higher grade than one more typical for the student's age group.

Assessments

Assessment measures should document where the student is in relation to normative expectations when compared with others of his or her same age and/or in relation to curriculum mastery for grade-level expectations. Early mastery of content may require the use of off-grade-level measures to accurately capture the child's learning levels. (Coleman, M.R. & Hughes, C., 2009).

Cross-Age Grouping/Multi-Age Grouping

Students of different ages/grades are grouped together for instruction for all or part of a day.

Curriculum Compacting:

Curriculum a student has already mastered is eliminated. The student is then allowed to pursue alternative curriculum options.

Gifted Resource Classes/Enrichment Clusters

Students are grouped according to achievement levels for instructional purposes. The instructional focus is on an interdisciplinary curriculum.

Graduated Rubrics

The standard and level of student proficiency and accomplishments designed for students and teachers to measure learning outcomes are increased. Graduated rubrics offer clear expectations for quality and increasing levels of excellence to encourage optimum performance among high-ability learners.

Independent/Directed Study

A student participates in a self-initiated, teacher directed, and approved course of study in an area of interest as described in a written contract which is based on curriculum standards, research, and planned presentations. Independent study encourages student autonomy in planning, research, and problem-solving.

Internship/Mentorships

A student works with a mentor to explore a potential career choice. The internship/mentorship teacher maintains close contact with both the participating student and the selected mentor to ensure acceptable progress towards the student's individual career goals.

Interest Centers

Centers placed within the classroom that link curriculum topics to areas of student talent and interest in depth and breadth.

Subject Grouping Within Class/Gifted Cluster Classes

Students are grouped or clustered according to achievement, within a regular education classroom, for instruction in one or more subjects.

Subject Grouping across Teams/Classes

Students are grouped according to achievement and go to a different classroom or team, within the same grade level, for instruction in one or more subjects.

Subject Advancement across Grades

Students are grouped according to achievement, in a higher grade level, for instruction in one or more subjects.

Tiered Assignments

Assignments are designed to meet the varying ability levels of students.

Tiered Products

Products are designed to meet the varying ability levels of the students.

INSTRUCTIONAL MODIFICATION OPTIONS FOR GIFTED AND HIGH ABILITY STUDENTS

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2011). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum (Hall, 2011).

In a differentiated classroom, teachers differentiate **content, process, product, and assessments** according to a student's **readiness, interest, and learning profile**.

Content: The State Board of Education adopted curriculum standards the student is expected to master and related support materials, including complex and challenging subject matter that:

- Requires intellectual struggle
- Utilizes primary documents
- Integrates research skills and methods
- Incorporates relevant and real-life experiences
- Integrates interdisciplinary connections

Process: Instructional strategies, designed to ensure that students acquire a deep understanding of the curriculum standards, that:

- Emphasize higher-order thinking, problem-solving and communications skills
- Foster self-initiated and self-directed learning
- Promote creative application of ideas
- Model and encourage academic discussion

Product: Vehicles through which students demonstrate and extend what they have learned and which reveal a developmentally appropriate capacity for:

- Self-directed learning
- Meaningful collaboration
- Effective problem solving of challenging and complex issues
- Effective communication
- Social and emotional understanding of self, relative to community, culture, and physical environment

Environmental: Physical setting and work conditions to:

- Change the actual place where students work
- Allow flexible time
- Provide opportunities for independent study and in-depth research
- Provide opportunities for mentorship

Assessment: Formative and summative on and off-grade-level monitoring to document students mastery of curriculum standards and learning levels, including opportunities to document mastery of curriculum such as:

- Pre/post tests
- Self-assessment through rubrics
- Creation of goal-based checklists
- Conferencing, commentary, and qualitative feedback (Cobb, 2012)

Readiness: A student's entry point relative to a particular understanding or skill

Learning Profile: How an individual student learns

Gifted Education Tier 1, 2, 3, and 4 instructional and management opportunities with varying degrees of preparation might include:

Table 2: Differentiation Options

| Tier 1: Low Preparation | Tier 2: Medium Preparation |
|--|--|
| Flexible-Learning Groups by Readiness, Interest, Learning Profiles | Gifted Education Cluster Classes |
| Choice of Books | Gifted Education Collaboration Classes |
| Homework Options | Tiered Activities and Products |
| Use of Reading Buddies | Use of Literature Clubs |
| Various Journal Prompts | Multiple Testing Options |
| Student/Teacher Goal Setting | Multiple Texts |
| Varied Pacing with Anchor Options | Alternative Assessments |
| Work Alone or Together | Subject Advancement within class |
| Flexible Seating | Curriculum Compacting |
| Varied Scaffolding | Tiered Centers |
| Varied Computer Programs | Spelling by Readiness |
| Design-A-DAY | Varying Organizers |
| Varied Supplemental Materials | Community Mentorships |
| Computer Mentors | Stations |
| Think-Pair-Share by Readiness, Interest, Learning Profiles | Group Investigations |
| Open-ended Activities | Students are Assessed in Multiple Ways |
| Explorations by Interest | Student choice in selecting learning activities. |
| Options for Competition | Simulations |
| Tier 3: High | Tier 4: Advanced/Autonomous |

| | |
|--|---|
| Advanced Content English/language arts, mathematics, science and/or social studies courses | Above grade level accelerated English/language arts, mathematics, science and/or social studies courses |
| Resource Classes | Advanced Placement Classes |
| Independent/Directed Study | International Baccalaureate Classes |
| Socratic Seminars | Internship/Mentorships |
| | Whole Grade Acceleration |

Development/webinar/tomlinson-imbeau-webinar.aspx

SECTION VI FULL-TIME EQUIVALENT (FTE)

FTE reporting refers to the state funding mechanism based on the student enrollment and the educational services local school systems provide for the students. The base amount of money received for each FTE student is determined by the Georgia General Assembly. Refer to O.C.G.A. § 20-2-161 for information concerning the Quality Based Education (QBE) formula.

Gifted Education is one of 19 categories of instruction funded through the state's Full-Time Equivalent Funding Formulas. A Full-Time Equivalent Student (FTE) is defined as six (6) segments of instruction.

To view state FTE funding rates and levels go to

http://app3.doe.k12.ga.us/ows-bin/owa/qbe_reports.public_menu?p_fy=2000 and select a school year and a specific report.

- Report QBE 001 shows the rate of QBE funding per FTE
- Report QBE 003 lists local school system FTE funding
- Report QBE 004 lists the QBE Funding at the state level.

Students who are served in an approved Gifted education model are reported with the Gifted Education weight for each segment served on the FTE count day. The school system may claim students for Gifted weight who are serviced on the day of the count only. Gifted students who are not provided with Gifted Program instruction on the day of the count must be reported according to the weight that indicates the actual services they receive on the FTE count day. For state funded FTE earnings, the count dates are the first Tuesday in October and the first Thursday in March. The FTE count days provide a “picture” or “point in time snapshot” of the scheduled instructional services provided to students on that specific date.

CLASS SIZE

**Code: IEC 160-5-1-.08 – CLASS SIZE
O.C.G.A. & 20-2-244 (H)**

Gifted Education class sizes are established by the State Board of Education. The current funding ratio for Gifted education is 12. The maximum individual Gifted education class sizes are listed below:

Table 3: Maximum Individual Gifted Education Class Sizes

| <u>GIFTED EDUCATION PROGRAM</u> | <u>*MAXIMUM CLASS SIZE</u> |
|---------------------------------|----------------------------|
| Elementary (K-5) | 17 (+5) |
| Middle School (6-8) | 21 (+5) |
| High School (9-12) | 21 (+5) |

Class Size Resolution Process

Georgia Code O.C.G.A. § 20-2-144 (h) authorizes the State Board of Education to temporarily allow local board of education to exceed the regulatory class sizes listed above through a resolution process. Information on the process and individual local school district class size resolutions is located at the following website:

<http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Class-Size-Information.aspx>

* Ware County Schools is currently operating under a waiver, adopted March 12, 2013 which allows an additional 1 – 5 students to be served in approved Gifted classroom models.

SECTION VII REQUIRED FORMS

Thorough record-keeping is required at both the school- and central office-level to properly serve students and maintain official records. The following required (R-) and supplemental (S-) forms are the official documents to be used.

Required:

- R-1 Tier 1 Standards-Based Differentiation
- R-2 Tier 2 Advanced Learning Plan
- R-3 Tier 3 Evaluation Eligibility Report
- R-4 Tier 4 Gifted Education Plan
- R-5 Ware County Program for the Gifted Checklist for Student Nomination
- R-6 Parent Notification/Consent for Evaluation
- R-7 Notification of Gifted Eligibility
- R-8 Notification of Non-Eligibility
- R-9 Notification of Probation
- R-10 Notification of Dismissal

- R-11 Voluntary Withdrawal from the Gifted Program
- R-12 Back-Up Testing Request
- R-13 Parent Consent for 2nd Grade Screening
- R-14 Gifted Eligibility Yearly Team Report

Supplemental:

- S-1 CogAT Labels Calculation
- S-2 Product or Performance Evaluation Form
- S-3 Portfolio Evaluation Form
- S-4 Gifted Education Plan Questionnaire for Teachers
- S-5 Ware County Schools Hearing and Vision Screening Form
- S-6 Gifted Referral Flowchart

SECTION VIII REFERENCE

Cobb County Board of Education. (2012). *Resource Manual for Gifted Education Services*. (Available from Cobb County Advanced Learning Programs, 514 Glover Street, Marietta, GA 30021)

Coleman, M.R. & Hughes, C. (2009). Meeting the Needs of Gifted Students Within and RtI. *Gifted Child Today* (32)3, 14-17.

Hall, T., Stangman, N. & Meyer, A (2011). *Differentiated Instruction and Implications for Universal Design for Learning*. Retrieved December 14, 2011, from The National Center on Accessible Instructional Materials Web Site:
<http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated> instruction udl

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