

Jefferson City Schools Gifted Services Handbook



2011-2012

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Jefferson City Schools Gifted Education

STATE POLICIES AND



REGULATIONS

Georgia Department of Education
Rule 160-4-2-.38 Education Program for Gifted Students

(1) DEFINITIONS.

- a) **Gifted Student** - a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.
- b) **Differentiated Curriculum** - courses of study in which the content, teaching strategies and expectations of student mastery have been adjusted to be appropriate for gifted students.
- c) **Qualified Evaluators** - individuals with expertise in relevant fields. Anyone who evaluates student products/performances for the purpose of determining gifted program eligibility must have demonstrated expertise and experience in the specific content area. Local school systems are responsible for training evaluators of student products/performances in the application of adopted observation/evaluation instruments in a culturally sensitive manner. A list of qualified evaluators, the evaluation guidelines, and documentation of training procedures will be maintained by the local board of education.

(2) REQUIREMENTS.

- a) **Notice.** The local board of education shall notify parents or guardians in writing of the following:
 - i) The gifted education program operated by the local school system, referral procedures and eligibility requirements.
 - ii) Initial consideration of a student for gifted education services.
 - iii) The student's eligibility status after an evaluation, at which time the parents or guardians shall be afforded an opportunity for a conference to discuss student eligibility criteria and placement.
 - iv) The type of service to be provided annually, the teaching methods to be used and the time allotted for the student to receive gifted services. Parents or guardians shall also be informed of the objectives designed for students to meet and the manner in which evaluation of the mastery of these objectives will be conducted.
 - v) The performance standards the student shall meet for the continuation of gifted services.

- vi) The length of the probationary period in which the student is in jeopardy of losing gifted services. The notice shall specify the criteria the student shall meet to continue receiving gifted education services.
- vii) The termination of gifted education services in the event that the student fails to meet the continuation criteria. The notice shall contain a statement that the student shall become eligible to receive gifted education services upon meeting the criteria adopted by the local board of education regarding the continuation of services.

(b) Referral.

- i) **Reported Referral.** A student may be referred for consideration for gifted educational services by teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge of the student's abilities.
- ii) **Automatic Referral.** Students who score at specified levels on a norm-referenced test as described below shall be considered automatically, as defined in Appendix A of the Georgia Department of Education *Resource Manual for Gifted Education Services*, for further assessment to determine eligibility for gifted program services.
 - (1) Local boards of education shall establish the criterion score needed on these norm-referenced tests for automatic consideration for further assessment.
 - (2) Local boards of education shall ensure that any tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students, and shall be nondiscriminatory with respect to race, religion, national origin, sex, disabilities or economic background.
- c) **Consent.** Local school systems shall obtain written consent for testing from parents or guardians of students who are being considered for gifted education services. Written consent from parents or guardians is also necessary before students determined to be eligible for gifted education services can receive these services.
- d) **Eligibility.** The local board of education shall not adopt eligibility criteria that are inconsistent with this rule.
- e) **State Reporting Requirements.** The local board of education shall submit to the Georgia Department of Education a copy of its administrative procedures for the operation of a program for gifted students in grades K-12. The local system shall review and revise (if revisions are needed) its local administrative procedures at least annually. An updated copy of the local administrative procedures shall be submitted to the Department of Education whenever changes are made.

1. Initial Eligibility.

(i) To be eligible for gifted education services, a student must either (a) score at the 99th percentile (for grades K-2) or the 96th percentile for grades 3-12) on the composite or full scale score of a standardized test of mental ability and meet one of the achievement criteria described below, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability (intelligence), achievement, creativity and motivation.

(ii) To be eligible for gifted education services, a student must meet the criterion score on a nationally normed test and either has observational data collected on his or her performance, or produce a superior product as described below. Information shall be collected in each of the four data categories for all students who are referred for gifted program evaluation. Any data used in one area to establish a student's eligibility shall not be used in any other data category.

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

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

I. Mental ability tests shall be the most current editions of published tests that measure intelligence or cognitive ability, have been reviewed for bias and normed on a nationally representative sample that included minority representation within a 10-year period (group tests) prior to administration. These tests shall yield percentile rankings by age(s).

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

(II) **Achievement.** Students shall (a) score \geq the 90th percentile on the total battery, total math or total reading section(s) of a standardized achievement test; or (b) have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score \geq 90 on a scale of 1-100 as evaluated by a panel of three or more qualified evaluators.

I. Standardized achievement tests shall be the most current editions of tests that measure reading skills, including comprehension, and shall give a total reading score and/or a total mathematics score based upon a combination of scores in math concepts and applications. These tests shall have been reviewed for bias and normed on a nationally representative sample that included minority representation within a 10-year period prior to administration. These tests shall yield percentile rankings by age(s) or grade(s).

II. Performances and products shall be judged by a panel of three or more qualified evaluators and must have been produced within the two years prior to evaluation.

III. Creativity. Students shall (a) score \geq the 90th percentile on the total battery score of a standardized test of creative thinking, or (b) receive a score \geq the 90th percentile on a standardized creativity characteristics rating scale, or (c) receive from a panel of three or more qualified evaluators a score \geq on a scale of 1-100 on a structured observation/evaluation of creative products and/or performances.

I. Standardized tests of creative thinking shall be the most current editions of tests that provide scores of fluency, originality, and elaboration. Minimum requirements also include: (a) outside empirical support for the test; (b) long-term follow-up studies; and (c) comparison measures against other recognized measures of creativity. These tests shall have been reviewed for bias and normed on a nationally representative sample that included minority representation. These tests shall yield percentile rankings by age(s) or grade(s).

II. Rating scales used to evaluate creativity shall relate to the construct of creativity and differentiate levels such that judgments equivalent to the 90th percentile are possible.

III. As evidence of creativity, students or individuals on behalf of students may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products/performances submitted shall be reviewed by a panel of three or more qualified evaluators as part of a comprehensive portfolio of creative productivity.

(IV) Motivation. Students shall (a) receive a score \geq the 90th percentile on a standardized motivational characteristics rating scale, or (b) receive from a panel of three or more qualified evaluators a score \geq 90 on a scale of 1-100 on a structured observation/evaluation of student-generated products and/or performances, or (c) have a grade point average (GPA) of at least 3.5 on a 4.0 scale (as defined in Appendix A of the Georgia Department of Education *Resource Manual for Gifted Education Services*), where a 4.0 = A and 3.0 = B, using an average of grades from the regular school program over the previous two school years if the student is in grades 3-12.

I. Rating scales used to evaluate student motivation shall relate to the construct of motivation and differentiate levels such that judgments equivalent to the 90th percentile are possible.

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

comprehensive portfolio that demonstrates a high degree of motivation and consistent productivity.

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

2. **Outside Testing.** Assessment data that were gathered and analyzed by a source outside the student's school or school system must be considered as part of the nomination and evaluation process. However, these outside data shall not be substituted for data the school generates during the testing/evaluation process and may never be the sole source of assessment data. Systems shall never rely on them exclusively for determination of eligibility for gifted program services. Instead, outside test data may be used as part of a comprehensive profile of test and non-test evidence of advanced instructional needs. If any system elects to use outside test data to help establish students' eligibility, the local board of education shall collect and maintain statistical data that will allow the Department of Education to evaluate the impact of this practice on the identification of gifted students from all ethnic and socioeconomic groups.

3. **Continued Participation.** Local boards of education shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in regular and gifted education classes, as described in the local board's Continuation Policy.

(i) Local boards of education shall provide to any student who fails to maintain satisfactory performance in regular and gifted education classes a probationary period in which the student shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the local board of education.

(ii) Students who fail to demonstrate satisfactory performance in both regular and gifted education classes during the probationary period and for whom gifted services are no longer appropriate shall have a final review before cessation of services occurs. A student may resume receiving gifted education services upon meeting the criteria adopted by the local board of education for the continuation of gifted services.

4. **Reciprocity.** Any student who meets the state eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system within the state. However, a student transferring from one school system to another within the state shall meet the criteria for continuation of gifted services established by the local board of education of the receiving school system. There is no mandated reciprocity between states; **however, the school system should immediately**

take steps to see that the advanced learning needs of a student transferring to their system are being met while the Georgia Gifted Eligibility is completed.

During its 2009 session, the Georgia General Assembly enacted several laws relating to the education of children of military families that impact the gifted education reciprocity of students whose households include a member of the United States uniform services. The goal of the legislation is to maximize a student's educational continuity despite the frequent movement across states and school districts. These laws are codified at O.C.G.A. 20-2-2140 through 20_2-2180. Eligible students are school-aged children whose household includes at least one of the following:

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

Nothing in this Code section shall preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

(e) Curriculum and Services to be Provided.

1. Local boards of education shall use the State Board of Education approved Common Core State Standards in language arts and mathematics and the Georgia Performance Standards in science, social studies and foreign language when developing curricula for gifted education programs. Curriculum objectives shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education. Local boards of education shall submit to the Georgia Department of Education a description of the differentiated curricula used for instruction of gifted students. The local system shall review and revise (if revisions are needed) its curricula for gifted students at least annually. An updated copy of the local program description shall be submitted to the Department of Education whenever changes are made.

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

(f) Data Collection.

1. Local boards of education shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of

students determined eligible for services, and the number of students actually served during the school year. These data shall be kept by grade level, gender, and ethnic group of the students.

2. The Georgia Department of Education shall evaluate gifted program effectiveness every three years. To the maximum extent possible, this evaluation shall include the following program components: (a) the Student Search, Nomination, and Referral Process; (b) Student Assessment; (c) Program Design; (d) Curriculum and Instruction; (e) Professional Development; and (f) Family-Community Involvement

3. Rule 160-4-2-.08 GIFTED EDUCATION shall expire and this rule shall become effective on August 1, 1998.

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

Adopted: February 12, 1998

REGULATIONS

These regulations provide further explanation of elements of State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS.

Source: Appendix A, Resource Manual for Gifted Education Services

Regulations Related to the Referral Process

(See Rule 160-4-2-.38, Page 2, Section [b] Referral, Paragraph 2, Automatic Referral.)

District-wide norm-referenced test scores must be used as part of the student search process to ensure that all students are considered for possible gifted program placement. However, the local district is not required to administer additional tests to every student who meets the locally established performance level for automatic referral.

Instead, local districts must establish a decision-making process which allows professional staff members to consider all information collected during the student search stage of the nomination process and determine whether it is appropriate to proceed with a formal referral and further assessment. This decision-making process must be applied consistently to all students who meet the system's automatic consideration criteria, as well as to those who are nominated through a reported referral. Factors to be considered in this screening process should include the strength of the evidence of the student's advanced learning needs, the recency and performance levels of any previous gifted program referral, circumstances which would indicate those assessment results are no longer valid, or other criteria adopted by the local system.

When a Student Search/Eligibility Team or a designated professional staff member screens nominated students, the Eligibility Team chairperson or the designated individual must document the following:

- The date of the meeting/decision,
- The committee members present (if an Eligibility Team is used),
- The names of the students who were considered,
- The source of the nomination (automatic, teacher, parent, etc.), and
- The committee's/individual's decisions and rationale for those decisions regarding whether each student who was considered should be referred for formal evaluation.

Student data shall be kept by grade level, gender, and ethnic group. These data shall be reviewed at least annually as part of the local system's formative evaluation of gifted program services. The nomination process should be carefully scrutinized for any factors which may be contributing to underrepresentation of some groups of students in the system's program for gifted students. The nomination, decision-making, and formal referral data must be summarized and reported upon request to the Department of Education as part of the system's evaluation report.

Regulations Related to the Assessment of Mental Ability

(See Rule 160-4-2-.38, Page 3, Section 1, Initial Eligibility, Paragraph [I],
Mental Ability.)

For establishing the required standard in the mental ability category of Rule 160-4-2-.38, a component score may be used only in the multiple criteria assessment process. (See Option b in Paragraph [I] on page 3 of the rule.) It is appropriate to use a component score to partially establish a student's eligibility for gifted program services only in the following circumstances:

- The subtest contains enough items and enough variety of items to provide a comprehensive assessment of the student's abilities in a given content domain;
- The component battery was normed separately from the total test composite score and the other subtests;
- The test publisher recommends the use of component scores for identifying the abilities of gifted students;
- The preponderance of both test and non-test evidence collected during the assessment process supports that component score as the best measure of the student's mental ability; and
- The local school system is able to provide a match between the student's identified strengths and gifted program curriculum.

Regulations Related to the Assessment of Motivation

(See Rule 160-4-2-.38, Page 4, Section 1, Initial Eligibility, Paragraph [IV], Motivation.)

All assessment procedures selected to determine a student's need for gifted program services should help system personnel identify those students who are performing at the extremely high end of whatever performance/ability continuum is being assessed. Therefore, if a district has chosen to use GPA in the area of motivation to (partially) establish students' eligibility for gifted program placement, the local system should set its minimum performance standard for GPA at that level which is achieved by no more than 10% of the students in each grade level where GPA is being used to measure motivation. The GPA criterion can (and probably will be) set higher than 3.5 on a 4-point scale, but under no circumstances should it be set lower than 3.5.

Regulations Related to Program Delivery Models

(See Rule 160-4-2-.38, Page 6, Section e, Curriculum and Services to Be Provided,
Paragraph 2.)

Local systems are required to provide at least five segments a week (or the yearly equivalent) of gifted education services for all eligible students whose participation in the gifted program has received parental permission. The differentiated instruction must be provided in one or more of the delivery models described below. Detailed descriptions of the characteristics of the various delivery strategies, the recommended uses of each, and the research findings on effect sizes may be found in the body of the *Resource Manual for Gifted Education Services*. The following regulations, however, describe the requirements which must be met in order to count the instructional segments provided by any of these models at the gifted weight in FTE reporting.

Direct Services

• **Resource Class (K-12)** -- All students must have been identified as gifted by Georgia State Board of Education criteria. The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 CLASS SIZE. The teacher must have the gifted endorsement. The curriculum must have an academic content foundation, but it should focus on interdisciplinary enrichment activities. 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. Gifted students may receive no more than ten segments per week of resource class service.

• **Advanced Content Class (6-12)** -- Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. In that case, the local district must establish criteria and guidelines that identify students who will be successful with the advanced curriculum to be offered in these classes. (Identified gifted students may also be required to meet the specific achievement criteria.)

Identified gifted students in the advanced content course may be counted at the gifted weight only if (a) the maximum size specified for gifted resource classes in State Board Rule 160-5-1-.08 CLASS SIZE is observed; (b) a description of the course curriculum (showing very clearly how the advanced course content, pacing, process skills emphasis, and expectation of student outcomes differ from the course more typical students at that grade level would take in that content area) is developed and maintained by the local board of education; and (c) the teacher has the following qualifications:

1. Advanced Placement (AP) Courses -- The teacher must have the appropriate content area certification. In addition, the teacher must (a) have been trained by the College Board in that specific AP course and have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students; or (b) have the gifted endorsement.
2. International Baccalaureate (IB) Courses -- The teacher must have the appropriate content area certification. In addition, the teacher must (a) have been trained by the International Baccalaureate Program in that specific IB subject area and have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students; or (b) have the gifted endorsement.
3. Honors Courses -- The teacher of a locally developed honors course curriculum must have the appropriate content area certification and the gifted endorsement in order to count the gifted students in the class at the gifted FTE weight.

• **Cluster Grouping** (K-12) -- Identified gifted students are placed as a group into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level. To count any gifted student at the gifted weight when this delivery model is used, the regular classroom teacher must have the gifted endorsement. One or two segments per day provided in this setting may be counted at the gifted weight if the teacher documents the curriculum modifications he/she has made for the gifted students by way of (a) separate lesson plans and (b) individual student contracts which show the:

1. Reason(s) why that particular student needs an advanced curriculum in that particular content area (e.g., pretest grades);
2. Learning objectives for the gifted student;
3. Alternative activities in which the gifted student will be engaged;
4. Dates and amount of time (in segments) the student will be engaged in the higher-level activities; and
5. Means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

Indirect Services

• **Collaborative Teaching** (K-12) -- Direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). The gifted specialist, the regular classroom teacher, and the gifted student (when appropriate) collaborate in the development of challenging assignments which substitute for or extend the core curriculum objectives which the identified gifted student has already mastered.

To ensure adequate time for the gifted specialist to meet with teaching partners and gifted students, develop or secure advanced materials and other resources, develop individual student contracts, and provide small group or individual instruction, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education programming responsibilities (as determined by the local system) for every three classes in which he/she has collaborative teaching responsibilities. The total number of gifted students whose instruction may be modified through this collaborative approach may not exceed an average of eight per class. For example, if the gifted program specialist 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 modified) divided among the three classes, and the gifted specialist must be given one full class period at some point during the week to plan appropriately challenging instruction, gather advanced materials, meet with teacher partners and students, and/or provide small group or individual instruction for gifted students.

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

Number of classes within which gifted specialist collaborates	Number of segments which can be counted at the gifted weight	Number of periods that must be allotted for collaborative planning, individual small group, etc.
1-3	1-24	1
4-6	25-48	2
7-9	49-72	3
10-12	73-96	4
13-15	97-120	5
16-18	121-144	6

Instructional segments which have been modified for gifted learners may be counted at the gifted weight only if the teacher-partners document the curriculum modifications made for the gifted students by way of (a) separate lesson plans; (b) a time log of collaborative planning by the teacher partners; and (c) individual student contracts which show the reason(s) why any student whose instruction is counted at the gifted weight needs an advanced curriculum in that particular content area (e.g., pretest grades), the learning objectives for the gifted student, the alternative activities in which the gifted student will be engaged, the dates and amount of time (in segments) the student will be engaged in the higher-level activities, the means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products), and the responsibilities of the gifted education teacher and the classroom teacher.

- **Mentorship/Internship** (9-12) -- A gifted student works with a mentor to explore a profession of interest. The gifted education specialist maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals. One or two instructional segments per day may be counted at the gifted weight for students participating in a gifted mentorship/internship if an individual student contract documents the work to be done, the learning objectives for the gifted student, the dates and amount of time the student will be participating in the internship/mentorship, the means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products), and the responsibilities of the gifted education teacher and the mentor.

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

• **Joint Enrollment/Postsecondary Options** -- High school students may be enrolled in college, university, or technical school courses. Students enrolled in such courses receive both high school and college credits, and this instruction may serve as the gifted instruction local districts are required to provide for qualified students. Note that present rules indicate FTE funding generated while away from the regular school campus will be awarded to the post-secondary institution. Students served through joint enrollment must meet state regulations for attendance and must be present on the secondary campus for at least three instructional segments. The student must have an individual student contract which shows the reason(s) why he/she needs a more advanced curriculum than any which could be provided on the high school campus, the learning objectives for the gifted student, the dates and amount of time (in segments) the student will participate in the joint enrollment arrangement, and the means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

Approved Innovative Models

The Georgia Department of Education encourages the development of innovative programs for gifted students that are clearly in accordance with the needs of the community 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 Department of Education's Gifted Education Specialist. 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 FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTE will be generated).

The Gifted Education Specialist will approve local school district plans for special models that are in accordance with all applicable rules and regulations, that are consistent with best practice guidelines for the education of gifted students, and that provide strong programming and fiscal accountability. If the district's proposal for a special model is not within the guidelines established by State Board of Education rules and Department of Education regulations, the Gifted Education Specialist will advise the district contact that the local Board of Education would have to be granted a waiver from the State Board of Education before that model could be used to provide gifted education services.

Jefferson City Schools Gifted Education



Local Regulations and Procedures

Gifted Continuancy Plan

As outlined in State Board Policy IDDD all local education agencies are required to have a local continuancy plan for students identified as gifted according to State guidelines.

Determination of continuance is made at the gifted annual review. Students who do not meet local continuation policy requirements as outlined below will result in parental notification in writing that the student is on a probationary placement. Students must achieve a grade point average of at least 80 or 3.0 or higher in all regular and gifted education classes in two of the preceding grading periods. If these criteria are not met, the student will be placed on probationary status not to exceed three (3) grading periods. A student on probation will continue to receive direct services along with a plan of improvement developed jointly with the gifted teacher, regular classroom teachers, parents or guardians, and the student, if applicable. However, if specified criteria are not met, the student risks dismissal from the program.

If at the end of the probationary period, the student meets the specified criteria, he/she will be restored to regular status. If he/she does not meet the specified criteria after the probationary period, the student will be withdrawn from the Gifted Program.

This policy is disseminated to all parents upon students entering the program or at the annual review whichever occurs first.

Jefferson City Schools
Gifted Education Services
Statement of Philosophy

Jefferson City Schools is committed to an educational program that recognizes individual student differences, abilities, interests, and needs. Our goal is to enrich the education of all students through events and activities designed to expose them to a variety of challenging and higher-order critical and creative thinking experiences. Embodied in this commitment is a responsibility to academically gifted and talented students to help them maximize their high potential and allow them to thrive, flourish, and create.

Students who are academically gifted and talented differ from others in learning profile, particularly in the areas of pacing, knowledge base, memory, depth of thinking, level of expression, divergent thinking and creative productivity. Gifted Services is designed to meet these needs providing students with enhanced, differentiated instruction which enables us to nurture the diverse talents and abilities of our student body.

Diversity

Jefferson City Schools is committed to respecting issues of diversity relative to race, ethnicity, socioeconomic status, age, gender, religious beliefs, sexual orientation and disability. We will not discriminate against any specific student based on these issues and will seek to include all eligible students under the written laws, policies and procedures currently in force by the State Board of Education (SBOE) and our local Board of Education.

Jefferson City Schools
Gifted Services – Program Goals
(Adopted from National Association of Gifted Children)

- Ensure that gifted education services are an integral part of the general education program
- Provide differentiated instruction and curriculum to continuously improve student achievement and performance
- Provide for the social and emotional needs of gifted learners
- Recognize and develop diverse abilities and talents through academic enrichment
- Provide comprehensive professional development for teachers to help meet the unique needs of gifted students
- To develop the skills of critical thinking, problem solving, and decision making at a level of complexity, abstractness, and depth appropriate for gifted learners

Twelve Traits of Giftedness: A Non-Biased Profile

Trait, Aptitude, or Behavior	Description	How It May Look
Motivation	Evidence of desire to learn. Internal drive	Demonstrates persistence in pursuing or completing self--selected tasks (may be culturally influenced); Evident in school or non-school activities Enthusiastic learner; has aspirations to be somebody, to do something
Interests	Intense, sometimes unusual, interests.	Unusual or advanced interests, topic, or activity; self-starter; pursues an activity unceasingly beyond the group.
Communication Skills	Highly expressive with words, numbers, or symbols.	Unusual ability to communicate (verbally, nonverbally, physically, artistically, or symbolically; uses particularly apt examples, illustrations, or elaborations).
Problem-Solving Ability	Effective, often inventive, strategies for recognizing and solving problems.	Unusual ability to devise or adopt a systematic strategy to solve problems and to change the strategy if it is not working; Creates new designs; Inventor.
Memory	Large storehouse of information on school or non-school topics.	Already knows; needs only 1 - 2 repetitions for mastery; has wealth of information about school and non-school topics; pays attention to details; manipulates information.
Inquiry/Curiosity	Questions, experiments, explores.	Asks unusual questions for age; plays around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.
Insight	Quickly grasps new concepts; Sees connections; Senses deeper meanings.	Exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines.
Imagination/Creativity	Produces many ideas; highly original.	Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; fluent, flexible producer of ideas; highly curious.
Humor	Conveys and picks up on humor well.	Keen sense of humor that may be gentle or hostile: large accumulation of information about emotions; capacity for seeing unusual; uncommon emotional depth; openness to experiences; sensory awareness.
Intensity "Over-excitabilities"	Strength of reactions, responses, behaviors. (The term "over-excitabilities" comes from Polish psychologist Dabrowski.)	Intense desire for experiences in the area(s) of overexcitability; powerful emotions; seeks intellectual stimulation; sensory experiences evoke strong responses; constant or repetitive movement or gesturing; intense fantasy life; may need creative outlets for intensity.
Reasoning	Logical approaches to figuring out solutions	Ability to make generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker.
Sensitivity	Strong reactions to emotional stimuli.	Strong sense of compassion; keen sense of justice; empathy; moral and ethical sensibilities; sense of being "different" socially; existential worrying; often overly self-critical.

(A student does not have to show all twelve traits to be considered gifted.)

Characteristics of Twice-Exceptional Gifted Children

Twice-exceptional students have significant learning difficulties and the talent or potential for outstanding accomplishments that require special provisions to meet their educational needs. Established state and federal guidelines are used to identify both gifted and students with disabilities.

Early identification and intervention is critical; however, giftedness in the twice-exceptional often is identified later than in the average population and is masked by the disability. The disabilities may include auditory processing weaknesses, sensory motor integration issues, visual perceptual difficulties, spatial disorientation, learning disabilities, and attention deficits. Recognition of learning difficulties among the gifted is made extremely difficult by virtue of their ability to compensate. Some guidelines that help in identifying these students are as follows

- Exceptional Vocabulary
- Difficulty with written expression
- Ability to understand complex ideas
- Easily frustrated
- Wide area of interest
- Highly sensitive
- Creative
- Stubborn and opinionated
- Specific areas of strength
- Inconsistent academic performance
- Highly developed sense of humor
- Curious and inquisitive

Characteristics of the Gifted Underachiever

Underachievement is usually defined as a discrepancy between the child's school performance and some index of his or her actual ability, such as intelligence, achievement, or creativity scores, or observational data. It is important to compare the actual school performance to the performance that would be expected based on the IQ scores. According to Davis and Rimm, "The underachieving gifted child represents both society's greatest loss and its greatest potential resource." Some underachieving gifted have poor test-taking habits and skills, and as a result perform poorly on any test. Even though the child has significant potential for high achievement, he/she is not using his talent in positive ways. Dealing with the underachieving pattern is often frustrating for the child, parents and teachers. Characteristics of the gifted underachiever include:

- Achieving at or below grade level expectations in one or all of the basic skill areas.
- Exhibits feelings of helplessness and rejection and often takes no responsibility for his/her actions, externalizing conflict and behavior.
- Excellent comprehension and retention of concepts when interested.

- Large gap between the oral/written work.
- Creative and imaginative.
- Persistent dissatisfaction of own work.
- Evidence of perfectionism interfering with production.
- Evidence of low self-esteem masked often
- by bravado, rebellion, and complex defense mechanisms.
- Initiates projects in areas of interest at home.
- Group interaction skills are marginal or non-existent. Maintains few friendships.
- Tends to set unrealistic expectations for self-either too high or too low.
- Has difficulty in focusing attention and concentrating.
- Has an indifferent or negative attitude toward school and authority.
- Resists efforts to motivate or to discipline in the classroom.
- Avoids any risk of losing and does not build resilience to cope with losing situations.
- Poor test performance.

Characteristics of the Visual-Spatial Gifted Child

The child with visual-spatial strengths will perceive the world far differently than those thinking sequentially. They will often see the whole picture before understanding the parts and may become frustrated at drill and practice learning. Visual-spatial learners think in pictures rather than words and can show amazing ability with complex tasks while having difficulty with seemingly easy tasks. Other characteristics of this type of learner include:

- Excellent ability with puzzles and mazes
- Superior/intuitive questioning ability
- Photographic visual memory
- Develops own methods of problem solving
- Attracted to computer technology
- Excellent math conceptualization
- Learns best by seeing relationships
- Must visualize words to spell them
- Development is very uneven
- Very sensitive to teachers' attitudes
- Creates unique methods of organization
- Synthesizes information easily
- Learns concepts all at once
- Better at math reasoning than computation
- Good problem finder
- Original, creative thinker
- Prefers keyboarding to writing
- Reads maps well

Characteristics of Gifted Girls

Even though society's expectations for girls have been raised, we still need to examine the type of encouragement given to girls and the consequences of achievement for women. The pattern for women's success is far more complicated than that for men. In the past and still today in some cases, secure, self-sufficient, successful, self-actualizing gifted women have not been commonly found or supported by our society. Many gifted girls are overlooked at home, in school, and in society. Success often inhibits social life for females; many gifted girls will submerge their gifts and talents to be popular. Gifted children tend to develop more quickly than other children, and gifted girls usually develop even more quickly in the first few years.

- Girls need to be encouraged to manipulate the environment, rather than just sitting and observing passively.
- Gifted girls should be allowed to reject traditional feminine sex-typed behaviors. The more creative females are less oriented to the traditional sex-role stereotyping.
- With mixed expectations and fewer successful role models to follow, gifted girls become confused about how to pursue a truly satisfying future.
- Girls need encouragement in independence and intellectual aggressiveness.
- Girls seem to believe if they succeed, it is luck; if they fail, it is their fault. Boys reverse this view for their successes and failures.
- Gifted girls tend to set impossible goals and to strive continually to achieve at ever higher levels.

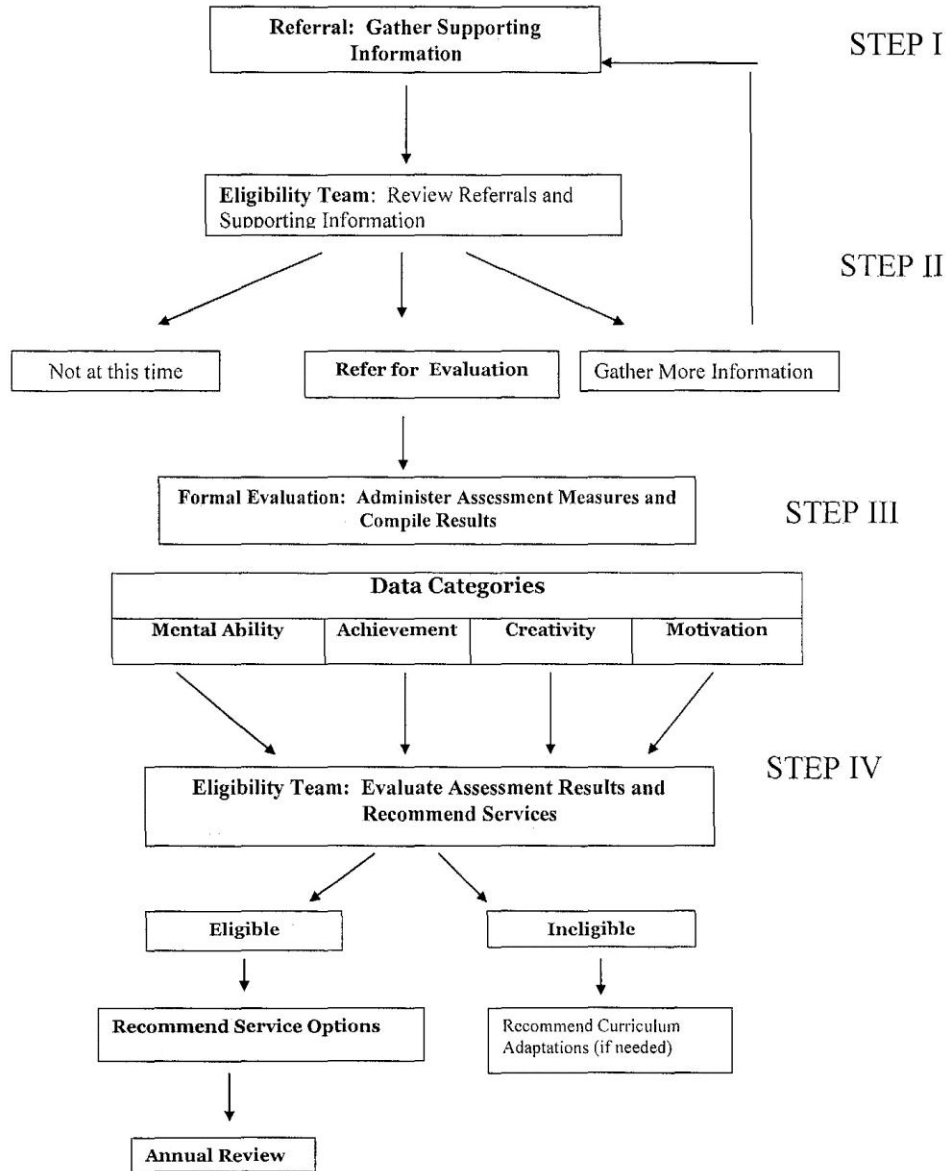
Characteristics of Minority Students

Behavioral styles and cultural values affect manifestations of giftedness; differing values influence how each culture manifests behaviors indicating giftedness. The way minority students express their giftedness may be valued less by the dominant culture; gifted minority students may be overlooked in the identification process. The gifted minority student may or may not display certain characteristics, depending on ethnic composition of a classroom.

The Bright Child	The Gifted Learner
• Knows the answers	• Asks the questions
• Is interested	• Is highly curious
• Is attentive	• Is mentally and physically involved
• Has good ideas	• Has wild, silly ideas
• Works hard	• Plays around, yet tests well
• Answers the questions	• Discusses in detail, elaborates
• Top group	• Beyond the group
• Listens with interest	• Shows strong feelings and opinions
• Learns with ease	• Already knows
• 6 - 8 repetitions for mastery	• Constructs abstractions
• Enjoys peers	• Prefers adults
• Grasps the meaning	• Draws inferences
• Completes assignments	• Initiates projects
• Is receptive	• Is intense
• Copies accurately	• Creates a new design
• Enjoys school	• Enjoys learning
• Absorbs information	• Manipulates information
• Technician	• Inventor
• Good memorizer	• Good guesser
• Enjoys straight-forward, sequential presentation	• Thrives on complexity
• Is alert	• Is keenly observant
	• Is highly self-critical

*From: Janice Szabos
In Gifted and Talented Education*

REFERRAL PROCESS



Jefferson City Schools

Gifted Services Referral Process and Procedures

Referral Process

The Gifted referral/testing process occurs two times each school year. Students who are new to Jefferson City Schools are referred in September of each year. In addition, students who were placed on a “watch” list from spring referrals may also be tested in September. All other students are referred in January. Kindergarten referrals will not be accepted until the January. During each referral window, teachers and administrators will be notified of a due date for all referrals. It is important to note that a referral to the committee does not guarantee evaluation.

Teachers, counselors, administrators, parents/guardians, peers, self and other individuals with knowledge of the student’s abilities may refer a student for consideration for educational services for the gifted. Students who score at specified levels on a norm-referenced test, as described below, can be automatically referred for determination of eligibility for gifted services. All of these referrals will go through the Gifted Review Committee as designated by the Jefferson City Schools.

Referrals can be submitted in the following forms:

A. Automatic Referral Possibility

Students who score at or above the 90% on math total, reading total, or core total on the system-wide, nationally normed achievement test can be referred to the gifted committee.

B. Other gifted referrals can begin in the following ways:

1. Teacher/Counselor/Administrator Nomination
2. Parent Nomination
3. Peer Nomination
4. Self Nomination

These referrals will be sent to the gifted committee for screening and recommendations. This applies to grades K-12.

Kindergarten referrals will not be taken until January.

**Eligibility Requirements--Refer to: Georgia Gifted Eligibility Criteria under SBOE Rule 160-4-2-.38 beginning 1/97. Copy on file.

Gifted Review Committee

The Gifted Review Committee will consist of gifted endorsed teachers from each school, the gifted services testing coordinator, and administrator of the Gifted Program. The role of the committee is to review a profile of submitted information of the referred student through observational data, existing performance data, and a standardized testing history

to determine appropriate instructional planning. The committee will meet in the fall and in the spring. The responsibilities will be as follows:

1. To review the data submitted in a referral.
2. To determine appropriate recommendations.

Consent

Once the Gifted review committee has made a determination as to which students will be referred for evaluation, parents must give their written consent for testing. It should be noted that written consent for testing does not mean that a student is automatically eligible to receive gifted services. Eligibility is determined by current State law for enrollment in the gifted program. If a student qualifies for gifted services based upon multiple criteria, written consent for placement must also be obtained from parents/guardians.

Initial Eligibility and Testing

In order to qualify for gifted education services, a student must meet criteria in any three of these four areas:

- 1) mental ability (intelligence),
- 2) achievement (academics),
- 3) creativity, and/or
- 4) motivation

Information shall be collected for each of the four areas of eligibility. Any data used to establish eligibility in one area cannot be used to establish eligibility in another area. In other words, the four assessed areas have to come from four different data measures.

Data collected to determine eligibility must be collected on nationally normed tests (mental ability/achievement/creativity) or observational data collected on the student's performance or an approved project. Specific data sources to be used can be reviewed/approved by the Gifted Review Committee. General guidelines for these measures are given below:

1. Tests of mental ability, achievement, and creativity used to determine eligibility shall be the most current editions of published tests and shall have been reviewed for bias and normed within a 10-year period prior to administration. These tests shall also yield percentile rankings by age.
2. Mental ability tests shall measure intelligence or cognitive ability. A qualified psychological examiner must administer mental ability tests that are designed to be administered individually or in authorized groups. (See Rule 160-4-7-.11 Qualified Psychological Examiner).

3. Standardized group achievement tests shall measure reading, including comprehension, and shall give a total reading score or total mathematics score based upon a combination of scores in math concepts and applications.
4. Standardized test of creative thinking shall provide for a measure of originality and could include multiple measures of this concept.
5. Any test score used to establish eligibility shall be current within two calendar years.
6. As evidence of creative abilities, students may submit any product made during the current school year or evidence of a performance during the current school year. Students may also submit, as supportive data, products or evidence of performances made or given during the two calendar years prior to evaluation and evidence of awards from district, state, or national competitions. However, a panel of three or more individuals must have evaluated all products and performances for which awards are given, and supportive products or evidence shall not be used as primary submissions.
7. As evidence of motivation, students may submit products made during the two calendar years prior to evaluation or video and/or audiotapes of fine arts performances. A panel of at least three members shall evaluate products and performances.

Behavior rating scales used to determine student motivation shall differentiate among motivational levels such that discrete assessments/judgments are possible.

Grade point averages (GPA) of students are determined by calculating grades earned during the two previous years in the subjects of mathematics, science, language arts, social studies, and foreign languages, if such language study is included in the student's records.

Students who have been referred previously and who have not met eligibility requirements in two of the four assessed areas will not be retested within a two-year period. Jefferson City Schools will consider data regarding a student's eligibility gathered and analyzed by a source outside the school system, as indicated in this manual. However, this outside data may not be used in lieu of data generated during Jefferson's evaluation process.

Initial eligibility referrals will be reviewed at the designated times by the Gifted Review Committee as indicated in this manual – usually twice a year. The Gifted Review Committee will be made up of personnel in accordance with the school system's current policy.

Testing Data: Transfer students /Outside Testing

1. Transfer students from other public schools eligible for gifted services in the previous school system, will be placed in the gifted program. This eligibility has to meet the requirements under the State of Georgia rules or some additional assessments may need to be completed and the student would need to meet the State of Georgia requirements. For example, if a student was receiving gifted services from another public school system within Georgia and that student continues to be eligible in the previous system, then a continued enrollment in this system would be appropriate and encouraged. Students who have been identified as gifted in other states (public or private schools) and are transferring into our system must be reviewed according to the Georgia Policy and Procedures.
2. Jefferson City Schools will consider data regarding a student's eligibility that has been gathered and analyzed by a source outside of the school system. This includes private schools and licensed private psychologists. This outside data may not be substituted for data generated during the Jefferson City Schools evaluation process and it must also meet the eligibility requirements of the State of Georgia.
3. Students who were referred and evaluated but did not meet eligibility requirements on three or more of the eligibility criteria will not be retested for a two-year period unless the system purchases or incorporates other evaluation measures or the scores from standardized system testing changes and these changes meet the requirements (where this would generate an automatic referral to the Eligibility Committee).

Testing Procedures

- Testing for the gifted program will be done on the recommendation of the Gifted Review Committee.
- Referral and Testing will occur twice each school year. Once in the fall for students who are new to Jefferson City Schools and once in the spring for any referrals recommended by the Gifted Review Committee.
- Kindergarten students will be tested in the spring upon referral and recommendation of the Gifted Review Committee.
- An appropriate, grade level, standardized achievement test will usually be administered in the fall of the third and sixth grade year.
- If a student scores 10 percentage points under the eligibility criteria on any of the targeted achievement areas on the above test, a second choice test can be administered upon referral and recommendation of the Eligibility Committee. Usually multiple other indicators of possible giftedness would need to be identified for referral.

- Testing materials are secure documents. Testing can only be done under the direct supervision of the gifted services testing coordinator or his/her designee.

Products and Performances

Accepted products and performances are:

- District Spelling Bees
- District Science/Social Studies Fair
- State Band or Music Competitions
- Georgia Academic Decathlon
- Media Festival
- Published Work
- District 4-H Projects
- Governor's Honors Program
- Young Georgia Authors
- Portfolios (Collections of at least one year of work)

Scores based on a rubric scale of 100. Score must equal or be greater than 100.

Performances are based on competitions. Interviews must be included when applicable.

Georgia Gifted Eligibility Criteria under Rule 160-4-2-.38

The following chart indicates the current criteria for gifted services eligibility. A student would need to meet the criteria in any three of the four areas.

<p>Mental Ability Uses standardized mental ability tests meeting criteria</p>	<p>Eligibility Criteria is: ≥ 96 percentile on composite or full scale score or appropriate component score</p>
<p>Achievement Uses standardized achievement tests meeting criteria <i>OR</i> Products/performances</p>	<p>Eligibility Criteria is: ≥ 90 percentile on total battery or total math or total reading score <i>OR</i> Superior performance, a score or ≥ 90 on a scale of 1-100 as evaluated by a panel of three or more individuals</p>
<p>Creativity Uses standardized creativity tests meeting criteria <i>OR</i> Products/performances</p>	<p>Eligibility Criteria is: ≥ 90 percentile on total battery <i>OR</i> Superior rating, a score of ≥ 90 on a scale of 1-100 on a student generated product/performance using standardized creativity characteristic rating scales <i>OR</i> Superior performance, a score or ≥ 90 on a scale of 1-100 as evaluated by a panel of three or more individuals</p>
<p>Motivation Uses grades from regular program <i>OR</i> Products/performances <i>OR</i> Standardized motivational rating scales</p>	<p>Eligibility Criteria is: GPA ≥ 3.5 (on a 4.0 scale) over previous two years <i>OR</i> Superior performance, a score or ≥ 90 on a scale of 1-100 as evaluated by a panel of three or more individuals</p>

Parents or guardians may appeal the eligibility decision under guidelines established by LBOE policy GAE.

**Jefferson City Schools
System Testing Choices for Specific Areas:**

	1st Choice	2nd Choice	Alternatives
Mental Ability	CogAT	OLSAT or WASI	K-BIT-2 or WASI
Achievement	ITBS*	KTEA-II	Refer to Psychologist
Creativity	GIFT or GIFFI or a new approp test	Hawthorne**	Torrance Product/ Performance
Motivation	Hawthorne** (K-5)	GPA (5-12)	Product/ Performance

*The Iowa Tests of Basic Skills (ITBS) is given as a group assessment to all students in the 3rd and 6th grades. This group test can be used if already beneficial to the student. If not or if it is not available, an individually administered achievement test will be given.

**This assessment can be used for either creativity or motivation or both, since it uses two different sets of data for the individual determinations of each concept.

**Jefferson City Schools
Gifted Education
Teacher Referral Form**

Section 1: Please complete the following information

Teacher Name _____ Date of referral _____

Student Name _____ Age _____

Date of Birth _____ Grade _____ School Year _____

Student GTID # _____ New to JCS ___ Yes ___ No

Parent Information:

Parent/Guardian Name: _____

Address _____

Home Phone _____ Other Phone _____

Reasons for Referral:

_____ Academic Performance _____ Creative Strengths

_____ Motivation _____ Mental Ability

Section 2: Please complete the following questions:

1. Describe the specific rationale prompting this referral.

2. How do this student's academic skills compare to those of an average student in your classroom?

3. In what settings/situations does the need for differentiated instruction occur most often?

4. In what settings/situations does the need for differentiated instruction occur least often?

5. What are the student's strengths, talents, or specific interests?

Section 3: Attach the following information to this referral form

_____ **Standardized testing (GKIDS, CRCT, ITBS, EOCT, Writing Assessment, etc.)**

_____ **Most recent report card**

_____ **Most recent progress report (JMS, JHS)**

_____ **Benchmark Assessment /Progressing Monitoring Data**

_____ **Work sample(s) and Work Sample analysis form**

_____ **Behavioral Characteristics form**

**Jefferson City Schools
Gifted Education Program
Parent Referral Packet**



Dear Parent/Guardian:

Thank you for your interest in your child's education. In accordance with State Rule 160-4-2-.38 our system works to develop the special abilities of each student and provides programs to meet the needs of all learners in order that they will develop to their full potential. Jefferson City Schools shall ensure the support and implementation of gifted education services designed to meet the individual needs of each eligible student.

At your request, we have enclosed a parent referral for gifted education services. Please note that referral does not automatically mean evaluation. The Gifted Education Flowchart included in this packet indicates the steps that occur in the process from the referral phase to placement of a student in the program for gifted learners. Please complete the enclosed information and return to your child's teacher. **All requested information must be submitted in order for the committee to make an informed decision.** Once received, your child's teacher will forward the packet to the gifted review committee. As the student's information is reviewed, the team will make one of the following decisions:

- Student will be referred for further assessment and data collection. At this point, parents will be notified in writing to request parental consent for evaluation.
- Review team will request that more information be gathered before a decision can be reached.
- Student will not be referred for further assessment and data collection as the information collected does not warrant a recommendation to continue the referral process. Parents will also be notified of this decision.

Please do not hesitate to contact your child's teacher or an administrator if you have further questions.

Thank you,
Jefferson City Schools,
Gifted Review Committee

Please read the following characteristics and circle the appropriate number to indicate the degree to which you observe the characteristic(s) in the child being referred for evaluation. Please use the following scale:

1 = Never 2 = Seldom 3 = Considerably 4 = Almost Always 5 = Always

Great problem solving/reasoning abilities						
Rapid learning ability						
Extensive vocabulary						
Excellent memory						
Long attention span						
Personal sensitivity						
Compassion for others						
Perfectionist						
Idealistic						
Heightened sensitivity to his/her own expectations and those of others						
Unusual curiosity						
Perseveres when interested in a topic						
High degree of energy						
Preference for older friends						
Wide range of interests						
Great sense of humor						
Early or avid reading ability						
Concerned with justice or fairness						
At times, judgment seems mature for age						
Vivid imagination						
High degree of creativity						
Tends to question authority						
Shows great ability with numbers						
Good at jigsaw puzzles						

Please use the space below to provide examples or document some of the observations you have described above. In addition, please attach the following items: Standardized test scores (CRCT, ITBS, etc.), most recent report card, benchmark assessments, progress monitoring data, work samples and work sample analysis form.

Parent Signature _____ Date _____

**Jefferson City Schools
Gifted Education
Peer Nomination Form
(Please complete this form at school)**

Date of Referral _____

Student Name _____ Grade _____ Date of Birth _____

Is this student new to Jefferson City Schools? ___ Yes ___ No School _____

Teacher _____ Your Name _____

Please complete the following information:

1. What is your relationship to the student you are nominating?

2. Tell why you believe that this person should receive gifted services?

3. What are his/her talents, abilities, and strengths?

4. What interests/activities is he/she involved in?

Name of adult recorder (if used) _____

Relationship to student _____

**Jefferson City Schools
Gifted Education
Self-Nomination Form
(Please complete this form at school)**

Date of Referral _____

Your Name _____ Grade _____ Date of Birth _____

Are you new to Jefferson City Schools? ____ Yes ____ No School _____

Teacher _____

Please complete the following information:

1. Why do you believe that you should receive gifted services?

2. What are your talents, abilities, and strengths?

3. What are your interests and activities?

Name of adult recorder (if used) _____

Relationship to student _____

**Jefferson City Schools
Gifted Education Screening Committee
Referral Minutes/Recommendations**

Student Name _____ Male Female

Meeting Date _____ **Grade** _____ **Referred by** _____

Committee Members Present:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Minutes:

Recommendations:

Post Screening Notification



**Jefferson City Schools
Gifted Review Screening Notification**

Date: _____

Dear Parent/Guardian of _____

In response to a referral of your child for gifted services consideration, a review of records and school performance to determine educational needs has been completed. Based on all available data, including information such as norm-referenced tests scores, grades, work samples, differentiated instruction/assignments, and teacher observations, the Gifted Review Committee has determined that no further testing is recommended at this time. All procedures follow the Georgia Department of Education guidelines as directed through the State Board of Education Rule 160-4-2-.38, Education Program for Gifted Students.

It is our sincere desire to provide the most rigorous curriculum and continue to maintain high expectations for your child in order to meet the needs that he/she has. Please encourage your child to continue the excellent academic achievement that contributed to the referral. This decision does not preclude consideration for this program at a later date.

Thank you for your continued support,

Jefferson City Schools
Gifted Review Committee



**Jefferson City Schools
Gifted Review Permission to Evaluate**

Date: _____

Dear Parent/Guardian of _____

In response to a referral of your child for gifted services consideration, a review of records and school performance to determine educational needs has been completed. Based on all available data such as norm-referenced tests scores, grades, work samples, differentiated instruction/assignments, and teacher observations, the Gifted Review Committee requests your permission for further evaluation. In order to determine eligibility for gifted services parental consent is needed in accordance with guidelines established by the Georgia Department of Education State Board of Education Rule 160-4-2-.38, Education Program for Gifted Students.

Areas of evaluation include: Mental Ability, Achievement, Creativity, and Motivation. Testing will begin on _____. When the evaluation is complete, you will be notified of testing results and service recommendations if the child is eligible. If you have concerns regarding testing, please contact your child's teacher. Please complete the section below and return to your child's teacher as soon as possible.

Thank you for your continued support,

Jefferson City Schools
Gifted Review Committee

_____ Yes, I agree for Jefferson City Schools to proceed with evaluation.

_____ No, I do not agree for Jefferson City Schools to proceed with evaluation.

Parent/Guardian Signature

Date

Post Evaluation Notification

**Jefferson City Schools
Gifted Services**



Eligibility Notification

Date: _____

Dear Parent/Guardian of _____:

Recently, your child was referred for an evaluation for gifted services. The Committee has completed the evaluation process following the Georgia Department of Education Rule 160-4-2-.38, Education Program for Gifted Students. Based on the evaluations completed, your son/daughter does not meet the eligibility requirements for placement in the gifted program at this time. Evaluation Results and program requirements are indicated on the attached copy of the Eligibility Report.

Opportunities for differentiated instruction are available, and we will continue to monitor your child's performances as he/she progresses through the upcoming grade levels. Complete retesting, upon referral, can occur again in two years. Please encourage your child to continue the excellent academic achievement that contributed to the original referral for consideration to the Gifted Education Program. If you would like to discuss the results, please contact your child's teacher to schedule a conference.

Thank you for your continued support.

Jefferson City Schools
Gifted Review Committee

**Jefferson City Schools
Gifted Services**



Eligibility Notification-Permission to Place

Date: _____

Dear Parent/Guardian of _____:

Based on recent evaluations, your son/daughter has been determined eligible for placement in the Jefferson City Schools gifted program. Once a child is placed, progress in the gifted program and in regular education classes will be reviewed annually to determine whether continuation in the program is advisable. You will be notified if your child's placement is in jeopardy.

No change in schedule will be made without your consent. Please indicate below your decision concerning placement in the gifted program by signing and returning this form to your child's teacher. Additional information regarding Continuation/probation guidelines for gifted services is attached to this form. Please retain this information for your files.

_____ I agree to allow placement of my child in the Jefferson City Schools Gifted Program. I understand that placement will be reviewed annually to determine continued placement and type of service model. I understand and accept responsibility as a parent to encourage my child to participate and perform in the gifted program to the fullest extent of his/her abilities. I also understand that my child cannot choose to eliminate participation in gifted services without my consent. In the event that continued participation appears not to be in my child's best interest, I understand that I must submit in writing the reason(s) for the requested change.

_____ I do not agree with gifted placement.

Parent Signature _____

Date _____

Jefferson City Schools

Gifted Standards and Benchmarks

This matrix contains all the benchmarks for each standard indicates the grade level during which a benchmark should be introduced, developed, mastered, or reinforced.

I—concept introduced D—concept developed M—concept mastered R—concept reinforced

Strand One: Develop research skills to investigate and present to appropriate audiences.	K	1	2	3	4	5	6	7	8
Selects topics for investigation with appropriate level of complexity <i>"What is the big question I have to answer?"</i>		I	D	D	D	D	M	R	R
Examines and collects appropriate data collecting tools and/or techniques <i>"What resources do I need to use?"</i>		I	D	D	D	D	M	R	R
Gathers and organizes pertinent information with appropriate complexity <i>"Where is the best information found that will help me answer my question?"</i>				I	I	D	D	M	R
Synthesizes information to create ideas/products beyond grade level peers					I	I	D	D	M
Selects effective presentation format suitable to audience and materials				I	D	D	D	M	R
Strand Two: Uses creative thinking strategies to reach solutions to real life situations.	K	1	2	3	4	5	6	7	8
Researches topic thoroughly	I	I	D	D	D	M	R	R	R
Brainstorms problems effectively	I	I	D	D	M	R	R	R	R
Clearly communicates underlying problem				I	D	D	M	R	R
Brainstorms alternate solutions				I	D	D	M	R	R
Develops clear and appropriate criteria for evaluating solutions					I	D	D	M	R

Strand Three: Uses logical problem solving strategies to reach solutions to real life situations.	K	1	2	3	4	5	6	7	8
Devises effective strategies for solving the problem				I	D	D	M	R	R
Implements the plan appropriately					I	D	D	M	R
Evaluates results					I	D	D	M	R
Strand Four: Uses critical thinking skills to solve complex problems effectively.	K	1	2	3	4	5	6	7	8
Performs at higher levels of cognitive thinking (Bloom's Taxonomy: analysis, synthesis, evaluation)	I	I	D	M	R	R	R	R	R
Applies inductive and deductive reasoning skills			I	D	D	D	D	D	M
Generates solutions that exceed their grade level peers			I	D	M	R	R	R	R
Identifies central issues/themes				I	D	D	D	M	R
Evaluates the hypothesis using appropriate criteria				I	D	D	M	R	R
Strand Five: Communicates orally in a clear and effective manner.	K	1	2	3	4	5	6	7	8
Responds to ideas of others effectively	I	D	D	M	R	R	R	R	R
Expresses and supports personal opinions		I	D	D	D	D	D	D	D
Communicates verbally by recognizing and practicing techniques of public speaking			I	D	D	D	D	M	R
Organizes speaking by preparing and delivering in a formal audience setting				I	D	D	D	D	D
Gives visual presentations using transparencies, electronic media, posters, bulletin boards, drama, videos, etc.			I	D	D	D	D	M	R
Strand Six: Communicates in written form in a clear and effective manner.	K	1	2	3	4	5	6	7	8
Employs appropriate technical skills (grammar, spelling, etc)	I	D	D	D	D	D	D	M	R
Writes accurate information			I	D	D	D	D	M	R
Revises writing		I	D	D	M	R	R	R	R
Writes for a given audience			I	D	D	M	R	R	R
Writes with clarity and precision			I	D	D	M	R	R	R
Writes in various forms (poetry, narrative, expository, research, persuasive, etc.)		I	D	D	D	D	D	D	M
Utilizes computer word processing		I	D	D	D	D	D	D	D
Strand Seven: Collaborates with other learners in a manner that positively affects the group goals.	K	1	2	3	4	5	6	7	8
Contributes to the group in a positive way	I	D	M	R	R	R	R	R	R
Willing to accept a variety of roles within the group	I	D	D	D	M	R	R	R	R
Recognizes the needs and accomplishments of others	I	D	D	M	R	R	R	R	R
Completes his or her portion of a project	I	D	D	M	R	R	R	R	R
Accepts responsibility for group results		I	D	D	D	M	R	R	R
Willing to work with a variety of partners and groups			I	D	M	R	R	R	R
Strand Eight: Is a producer of excellence and is a self-directed learner.	K	1	2	3	4	5	6	7	8
Initiates self learning	I	D	M	R	R	R	R	R	R
Exceeds classroom assignments	I	D	D	M	R	R	R	R	R
Evaluates quality of own products and work		I	D	D	M	R	R	R	R
Seeks to perform at his or her optimal level	I	D	D	M	R	R	R	R	R
Sets realistic goals for improvement	I	D	D	D	D	M	R	R	R

Produces or demonstrates work of exemplary quality	I	D	D	M	R	R	R	R	R
Asks for clarification, suggestions, and constructive criticism when needed	I	D	M	R	R	R	R	R	R
Corrects mistakes or reworks assignment without teacher direction			I	D	D	D	M	R	R

Jefferson City Schools
Assessment for Gifted Standards and Benchmarks

Assessment One:

Each gifted student (1-8) will complete at least one individual research project throughout the school year. The project should include a written report and an oral presentation that includes visual aids. The student will be assessed depending on the grade level benchmarks according to the proposed gifted standards. The individual teacher to assess the research project will complete evaluation through a rubric.

Strand One, Strand Five, Strand Six, Strand Eight

Assessment Two:

All gifted students (K-8) will be expected to exhibit the qualities of a producer of excellence and a self-directed learner in their work within the Gifted Resource and in their regular content classes. Through teacher observation and final products in all of the individual student's work will be the determinant of achievement in this area.

Strand Eight

Assessment Three:

Odyssey of the Mind (6-8), Community Problem Solving (6-8), Future Problem Solving (5), and

Creative Problem Solving (K-4) will be assessed through teacher observation, student participation, and finished products.

Strand Two, Strand Three, Strand Four, Strand Seven

Assessment Four:

Junior Great Books (K-8) will measure the student's success through teacher observations,

class participation in discussions, and through literature activities.

Strand Four, Strand Five, Strand Six, Strand Seven

Assessment Five:

Journalism (6-8) will measure a student's success according to class participation, teacher observation, and finished products (middle school web page, newspaper, and newsletters).

Strand Six, Strand Seven

Assessment Six:

SciTrek Challenger Learning Program (5) will measure success through teacher observation, participation during mission preparation activities, and the outcome or success of the mission.

Strand Four, Strand Five, Strand Seven

NOTE: It is possible that some specific activities will change over time as some programs end and new ones are discovered and added. However, we will strive to incorporate all areas of the matrix listed above in the student's education.

Jefferson City Schools
Gifted Program Services
(Internal Tracking Form)

Name _____

Date of Birth _____

Age _____ years _____ months

Date of Referral _____

Teacher _____

Referral Type:

Eligibility Meeting Dates

Automatic _____

Teacher _____

Parent _____

Peer _____

Self _____

Other _____

Checklist (please initial):

1. Referral Form _____

2. Eligibility Committee Meeting Minutes _____

3. Testing Consent Letter _____

4. Assessment Chart _____

5. Any Testing Materials _____

6. Service Consent Form _____

7. Program Plan _____

8. Copy of Letter to Parents _____

Jefferson City Schools
Multi-Criteria Identification Management System

Student Name _____ Date: _____

Age: _____ Date of Birth: _____

Mental Ability	<input type="checkbox"/> CogAT Verbal Quantitative Nonverbal <input type="checkbox"/> OLSAT <input type="checkbox"/> Other	$\geq 96^{\text{th}}$ percentile	Date Given: _____ _____ _____	Score: _____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Achievement	<input type="checkbox"/> ITBS Reading Total Math Total Core Total <input type="checkbox"/> Other	$\geq 90^{\text{th}}$ percentile in one or more of the total areas listed	Date Given: _____ _____ _____	Score: _____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Creativity	<input type="checkbox"/> GIFT/ GIFI <input type="checkbox"/> Hawthorne <input type="checkbox"/> TTCT <input type="checkbox"/> Product/ Performance	$\geq 90^{\text{th}}$ percentile	Date Given: _____ _____ _____	Score: _____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Motivation	<input type="checkbox"/> GPA <input type="checkbox"/> Hawthorne <input type="checkbox"/> Product/ Performance	$\geq 90^{\text{th}}$ percentile	Date Given: _____ _____ _____	Score: _____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

Jefferson City Schools Gifted Services Student Evaluation

Student's Name: _____ Grade: _____ School Year: _____

Gifted Services Teacher(s): _____

Delivery Model: _____Resource _____Cluster _____Collaborative _____Advanced Content

Performance Scale	S+	S	WN	NI
	Working Beyond Expectations	Meeting Expectations	Working Novice (Still Developing Skills)	Absence of Effort and/or Product
Assessment Period	1st Nine Weeks	3rd Nine Weeks	Comments:	
Research (Strand 1)	<input type="checkbox"/>	<input type="checkbox"/>	1 st Nine Weeks: 3 rd Nine Weeks:	
Creativity (Strand 2)	<input type="checkbox"/>	<input type="checkbox"/>		
Critical Thinking Skills and Problem Solving (Strand 3)	<input type="checkbox"/>	<input type="checkbox"/>		
Oral Communication (Strand 4)	<input type="checkbox"/>	<input type="checkbox"/>		
Written Communication (Strand 5)	<input type="checkbox"/>	<input type="checkbox"/>		
Social/Cooperative Growth Skills (Strand 6)	<input type="checkbox"/>	<input type="checkbox"/>		
Motivation (Strand 7)	<input type="checkbox"/>	<input type="checkbox"/>		
Producer of Excellence (Strand 8)	<input type="checkbox"/>	<input type="checkbox"/>		

Annual Review

In keeping with Georgia Department of Education regulations, our gifted services to your child are reviewed annually.

Recommendations: _____ Continue Placement Service Model: _____

Total hours per week served: _____

_____ Probation (see attached form)

_____ Withdrawal (see attached form)

1st Nine Weeks: Parent Signature: _____ Date: _____

3rd Nine Weeks: Parent Signature: _____ Date: _____

Jefferson City Schools Gifted Program Continuation Guidelines

Any student who receives gifted education services shall continue to receive those services provided that the student demonstrates satisfactory performance in the regular and gifted education classes. This includes the following:

- Student shall maintain an overall grade average of 80 or a grade point average of 3.0 or higher in all academic core courses
- Student progress shall be reviewed at the end of 1st nine weeks and 3rd nine weeks to determine continuation, probation, or inactive status
- Students failing to meet the continuation criteria shall be automatically placed on probation
- Student placed on probation will adhere to a developed plan of improvement
- Probationary status shall be for a period of one semester
- Students placed on probation will continue to receive direct services during the probationary period
- Parents will be notified, in writing, of the probationary status and a parent conference must be held to discuss requirements for completing probationary status
- Student grades will be reviewed after the probationary period by the gifted teacher to determine student continuation status
- Students who demonstrate satisfactory achievement during the probationary period will be removed from probationary status
- Students who fail to demonstrate satisfactory achievement during the probationary period shall have a final review before being withdrawn from the gifted program. Parents will be notified in writing prior to this decision
- If withdrawn from the gifted program student must repeat the referral process and meet eligibility requirements before re-entering the program
- Parents of a gifted student may request in writing withdrawal from the gifted program at any time. This change in status must be submitted to the child's school.

If you have any questions regarding the information above, please contact your child's teacher.

**Jefferson City Schools
Gifted Program
Parent Notification of Probation**

Date _____

Dear Parent/Guardian of _____

Students who receive gifted services are made aware of continuation guidelines upon placement into the program. These guidelines state that students must maintain an overall grade average of 80 or grade point average of 3.0 in all academic core classes in order to remain in the program.

According to the most recent report card, your child does not meet the acceptable criteria and is therefore placed on probationary status for this semester. The student will continue to receive Gifted Education Services during this probationary period and will be placed on an academic plan of improvement. This plan of improvement will be developed by teachers who are serving your child and should include your input.

The plan of improvement will be reviewed at the end of the semester to determine if the child has made acceptable progress. If acceptable progress has been made, the student will return to active status. If performance remains below the specified minimum, the student will be withdrawn from receiving services.

Please plan to meet with teachers on _____ to develop this plan of improvement. If you have any questions or concerns, please contact your child's teacher.

Thank you for your continued support.

Teacher

School Administrator

Parents please sign and return to your child's teacher.

Parent Signature

Date

**Jefferson City Schools
 Gifted Program
 Plan of Improvement**

Date _____ Student Name _____

DOB _____ School _____ Grade _____

Date of Plan from _____ to _____

Subjects/Classes _____

***Due to the unsatisfactory performance in the gifted and regular education classroom, continuation in the gifted program is in jeopardy. During this probationary period, the student will have the opportunity to demonstrate improvement in the area(s) identified in this plan of improvement and establish the continuation criteria for the gifted program. The contract will be in effect for at least one semester. At the end of the probationary period, teachers and parents will meet to discuss student progress and determine future placement.**

Descriptors of Unsatisfactory Performance	Evaluation Procedures	Improvement Indicators	Results

Additional comments or recommendations: _____

 Student Signature

 Parent Signature

 Gifted Teacher Signature

 Administrator Signature

**Jefferson City Schools
Gifted Program
Successful Completion of Gifted Probation**

Date: _____

Dear Parent/Guardian of _____

We are pleased that your child has met the terms of his/her Plan of Improvement as a part of the continuation criteria for gifted services. The improved work habits and performance demonstrated throughout the probationary period should continue so that gifted program placement will not be placed in jeopardy again.

For your future reference, the continuation policy has been attached to this letter. Thank you for the support you have shown to this effort. Working together, we can certainly expect to see continued success.

Sincerely,

Gifted Teacher

School Administrator

**Jefferson City Schools
Gifted Program
Discontinuation of Gifted Services**

Date _____

Dear Parent/Guardian of _____

According to the rules and regulations specified in the gifted continuation criteria, students must maintain satisfactory performance in core classes in order to continue receiving gifted services. Students are placed on probationary status and must adhere to a plan of improvement once they fail to meet satisfactory performance. Because _____ has not met the terms of the Plan of Improvement established while on probation, he/she will be fully withdrawn from the gifted program effective _____.

_____ can be considered for re-instatement to the gifted program after one grading period and upon meeting the continuation criteria including eligibility for gifted services during this period of time.

For your reference, we have attached a copy of the continuation policy. Thank you for your continued support.

Teacher _____

Administrator _____

**Jefferson City Schools
Gifted Program
Change in Status**

Student Name _____ Grade _____

School _____ School Year _____ Date _____

_____ Moving – Student is moving from Jefferson City Schools to _____

_____ Re-entering – Student is re-entering the gifted program, and has met eligibility requirements or continuation requirements if evaluation data is no more than two years old. Effective date: _____.

The following areas will always require a parent or guardian signature:

_____ Inactive Status- Probation-Student is placed on probation due to failure to meet continuation guidelines. This student will remain enrolled in the program and receive services for at least one semester and no more than one school year. Student must meet eligibility criteria to re-enter the program according to the Jefferson City Schools gifted continuation policy.

_____ Fully withdrawing- Student is fully withdrawing from the gifted program for one of the following reasons:

_____ Parent/Guardian/Student choice

_____ Failure to maintain continuation criteria, terms of plan of improvement, and has been on inactive status for at least one grading period and/or re-entry request is denied. The effective date of withdrawal is _____.

*For Parent/Guardian: I have read the above and understand that if my child is placed on voluntary inactive status, inactive status, or is FULLY Withdrawing from the gifted program, he or she must meet eligibility criteria to re-enter the program according to the Jefferson City Schools gifted continuation policy.

Signature of Parent/Guardian

Date

Signature of Gifted Teacher

Date

Signature of School Administrator

Date

Gifted Endorsed Teacher Responsibilities:

1. Teachers here must hold a gifted add-on endorsement or are currently enrolled in endorsement classes.
2. Teachers must prepare differential lesson plans.
3. Teachers must complete the student evaluation form on a routine basis.

Program Service Options:

One of the following delivery models will be used for the gifted students:

1. Resource Model
2. Cluster Grouping
3. Advanced Content Classes
4. Collaborative Model

Instruction for the gifted shall be in one or more for the areas of:

1. Mathematics
2. Science
3. Social Studies
4. Language Arts/Reading
5. Foreign Language and/ or Technology

Acceleration:

Gifted students may be accelerated one or more grade levels in a specific area on the recommendations of the school's Gifted Eligibility Team and with the consent of the parents or guardians.

Confidential Files:

A file shall be maintained on each student referred for assessment and also those eligible for placement in the gifted program, which shall be considered to be confidential and shall include the following:

1. Referral form
2. Eligibility Committee meeting minutes
3. Parent notification or gifted consideration
4. Parent consent form for testing
5. Eligibility letter
6. Eligibility Assessment chart
7. Consent form
8. Program plan