

Newton County Schools Program for Gifted Students



Administrative Procedures Manual

Covington, Georgia
2011

Table of Contents

Definition of a Gifted Student	3
Student Search, Nomination, and Referral	3
Student Search	3
Communication with Parents of Gifted Students	3
Nominations/Referrals	4
Determination of Eligibility	4
Notification of Eligibility Status	5
Continuation Criteria	6
Elementary School.....	6
Middle School.....	6
High School.....	7
Requirements for Student Assessment	8
Diversity Issues	9
Statistical Data	9
Transfer Students and Test Data from Outside Newton County	9
Program Design	9
Delivery of Program	9
Elementary Quest Models.....	10
Middle School Quest Models.....	10
High School Quest Models.....	10
Summary of Models in grades K-12:.....	10
Curriculum and Instruction	10
Classroom Expectations	11
Professional Development	11
Expectations of Quest Teachers	11
Family and Community Involvement	11
NCSS BOE Policy IDDD: Program for Gifted Students	11
State Board of Education Rule - 160-4-2-.38	14
Gifted Referral Process	20
Q2.....	21
Q3.....	22
Q4.....	23
Q5.....	24
Q6a.....	25
Q6b.....	26
Q7.....	27
Q8.....	28
Q9.....	29
Q10.....	30
Q11.....	31
Q12.....	32
Q13.....	33
Q14a.....	34
Q14b.....	35
Q14c.....	36
Q15a.....	37
Q15b.....	38
Quest Program Report Card	Error! Bookmark not defined.

Purpose of the Newton County Gifted Program

The Newton County Board of Education recognizes the need to provide Gifted Education services to students who have the potential for exceptional achievement. The Newton County Board of Education policy and the administrative procedures manual provide the framework for provisions of these services as outlined in State Board Rule 160-4-2-.38 (See page 12).

Definition of a Gifted Student

The Georgia State Board of Education defines a gifted student as *"...a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or exceeds in specific academic fields, and who needs special instruction and/or ancillary services to achieve at levels commensurate with his/her abilities."*

Student Search, Nomination, and Referral

Student Search

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

- The Newton County Schools Gifted Program Services (Quest) brochure
- The Newton County Schools website
<http://www.newtoncountyschools.org/about/gifted.asp>
- The Newton County Gifted Program Services Administrative procedures manual which is posted on the website listed above
- Individual Quest teacher's *E-Learn* websites
- The Newton County School System SharePoint site
- Local newspapers including *The Covington News* and the *Newton Citizen*

Communication with Parents of Gifted Students

Parents of gifted students or students who are being considered for the gifted program are provided communication via the official NCSS Quest forms which are a part of this manual on pages 21-38. Forms have been created to inform parents of a student's initial consideration for gifted education services and to request permission for evaluation (Q1 and Q2), a student's eligibility status after an evaluation (Q4 and Q5), the type of services to be offered (initially and annually) (Q8), the continuation of gifted education services (Q8), the possible discontinuation of gifted education services (including the length of probationary periods (Q9) and the specific criteria a student must meet to continue receiving gifted education services (Q10), and the termination of gifted program services (Q11).

Nominations/Referrals

Nominations can be made by a classroom teacher, a special area teacher, a parent or guardian, a peer, the student himself, or any other responsible person who has knowledge of the student's intellectual function. Nomination guidelines and appropriate forms are available from the school's Quest teacher(s).

Automatic referrals will be made based on any one of the following criteria:

- ✓ Students who have a **composite** score at or above the 90 percentile on a system wide mental abilities test;
- ✓ Students who have a **component** score at or above the 92 percentile on a system wide mental abilities test;
- ✓ Students who have a **composite** score at or above the 90 percentile on a system wide achievement test;
- ✓ Students who have a **component** score at or above the 90 percentile in reading or math on a system wide achievement test.

Determination of Eligibility

The Newton County Board of Education has adopted eligibility criteria consistent with the Georgia State Board of Education (SBOE) rule 160-4-2-.38. The Newton County Quest Eligibility Committee will meet according to a pre-determined schedule to review all submitted information. The committee will verify student status according to state criteria. One of the following determinations will be made:

- Option A - The student is declared eligible based on mental ability and achievement scores which meet the criteria established (See Table 2).
- Option B - The student is declared eligible based on meeting three of four multiple criteria categories established by Rule 160-4-2.38 (see Table 3).

Table 2: Georgia Gifted Eligibility Criteria – Mental Ability Alone or Mental Ability and Achievement Scores (Option A)

Grade Level	Mental Ability	Achievement Test Score
K-2	99 th Percentile Composite or full scale	90 th Percentile total reading, total math or composite
3-12	96 th Percentile	90 th Percentile total reading, total math or composite

TABLE 3: Georgia Gifted Eligibility Multiple Criteria Categories (Option B)

<p>Category One: MENTAL ABILITY This category uses:</p> <ul style="list-style-type: none"> Standardized mental ability tests meeting criteria 	<p>Eligibility Criteria</p> <ul style="list-style-type: none"> At or above the 96%ile on composite or full scale score or appropriate component score
<p>Category Two: ACHIEVEMENT This category uses:</p> <ul style="list-style-type: none"> Standardized achievement tests meeting criteria, or Products or performances (middle and high schools) 	<p>Eligibility Criteria</p> <ul style="list-style-type: none"> At or above the 90%ile on total battery or total math or total reading score, or Superior performance, a score at or above 90 on a scale of 1-100 as evaluated by a panel of three or more individuals
<p>Category Three: CREATIVITY This category uses:</p> <ul style="list-style-type: none"> Standardized creativity tests meeting criteria, or Products or performances (middle and high school) 	<p>Eligibility Criteria</p> <ul style="list-style-type: none"> At or above the 90%ile on total battery score, or Superior rating, a score at or above 90 on a scale of 1-100 on a student-generated product or performance using standardized creativity characteristics rating scales, or Superior performance, a score at or above 90 on a scale of 1-100 as evaluated by a panel of three or more individuals
<p>Category Four: MOTIVATION This category uses:</p> <ul style="list-style-type: none"> Grades from regular program (middle or high school), or Products and performances (middle or high school), or Standardized motivational rating scales 	<p>Eligibility Criteria</p> <ul style="list-style-type: none"> GPA at or above 3.5 (on a 4.0 scale) over previous 2 years (middle or high school), or Superior performance, a score at or above 90 on a scale of 1-100 as evaluated by a panel of three or more individuals 90% or above
<p>Note: Eligibility determination must include a nationally normed test and observational data; information shall be collected for each of the four categories of eligibility; students must meet criteria in 3 of the 4 categories; criteria used by panels of three or more individuals to rate products are developed locally; any eligibility used to establish eligibility in one category shall not be used to establish eligibility in another category.</p>	

Notification of Eligibility Status

Parents will be notified, via US mail, of the determinations made by the Quest Eligibility Committee using the appropriate Quest Forms.

- A parent must sign the appropriate placement form for eligible students.
- A placement meeting may be held
- Service options

A. Eligible

Students will be served through the Quest program.

B. Ineligible

Students will continue to participate in regular classroom activities. Upon parental request, other enrichment options may be discussed.

- Ineligible student files will be kept in an inactive file at the home school for a period of five years.
- Eligible student files will be kept in an active file at the home school. When the student changes schools within the county, student records from the home school will be transferred to the appropriate school by the gifted program teacher.

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

Continuation Criteria

Elementary School

Continuation requires that a student maintain satisfactory performance in the Gifted Program and Regular Education Programs as noted by regular attendance, active participation, appropriate conduct and attitude for learning, completion of assignments, and acceptable academic achievement. Achievement guidelines include maintenance of an 80% average in each subject area for the nine week period. Extenuating circumstances will be taken into consideration. Final decisions for continuation rest with the teacher of the gifted and the program director.

Students failing to meet the continuation criteria in elementary grades are:

- ✓ Automatically placed on academic probation: The probationary period will be for one nine week period. A conference will be held between all teachers of the gifted student before placing a student on academic probation. The Quest teacher is responsible for placing students on probation.
- ✓ Withdrawn from the program: Students will be withdrawn at the end of the probationary period, if grade average does not meet the 80% grading scale or a "2" or "3" on the standards-based report card. Parents are notified in writing when a student is placed on probation and prior to a student's withdrawal from the program.

Middle School

The student must maintain a minimum grade of "B" (80) in the gifted program classes and a minimum grade of "B" (80) in all regular core education classes.

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

- ✓ Automatically placed on academic probation for a minimum of one nine-week grading period. To get off probation, the student must earn a "B" (80) or higher in all four academic subjects at the end of the next 9-week grading period.

- ✓ Withdrawn from the program: Students who fail to earn a “B” (80) or higher in all four academic classes will be withdrawn at the end of the probationary period and may not re-enter the Quest program until the beginning of the next school year (as long as the continuation criteria is met for the previous 9-week grading period). Parents will be notified in writing when a student is placed on probation and prior to a student’s removal from the program.

High School

The continuation criteria for high school students are based on performance in individual subject areas without regard to grades in other areas.

- ✓ The student must maintain a "B" for each 9 week segment of the semester in a particular Quest subject area.
- ✓ Students who fail to meet this criteria will automatically be placed on academic probation for the remainder of the semester in that particular Quest subject.
- ✓ If a student does not maintain a “B” average for any Quest class during one semester, the student will be removed from that Quest content area for the next semester and be placed in the next lower level class.
- ✓ Students who are removed from Quest classes for failing to make the “B” average may only get back into a Quest class if they receive an “A” in a regular education class.

NOTES:

- 1) If withdrawn, a student may re-enter the gifted program upon meeting the specifications of the continuation criteria. Parents wishing to re-enroll a student in the Quest Program may submit Form Q12 – Re-Entry for Gifted Program. The student will be considered for re-entry at the beginning of the next semester for middle and high school students and at the beginning of the next academic year for elementary students.
- 2) Parents may choose to withdraw a student from the gifted program at the end of a **semester on the middle school and high school level or at a grading period on the elementary school level (extenuating circumstances will be evaluated on a case-by-case basis by an Eligibility Committee)**. Parents wishing to re-enroll a student in the Quest Program may submit a request in writing using form Q12. The student will be considered for re-entry at the beginning of the next semester for middle and high school students and at the beginning of the next academic year for elementary students. If the students’ qualifying test scores are current within the two year time frame, no additional testing will be necessary. If the scores are not current, eligibility must be re-established based on the criteria stated on pages 4 and 5 of this manual.

Requirements for Student Assessment

The gifted program teacher will gather pertinent biographical information including parental permission for evaluation, vision and hearing screening results, and any previous test results. The traits, aptitudes, and behaviors chart (*TABs Descriptors see page 19*) may be used by the referring person. The Quest teacher or other authorized party will administer the appropriate mental abilities, achievement, creativity and motivation tests (See Table 1). Test scores on such instruments may be **no older than two years**. When a student's score is within one standard error of measurement on a mental abilities test, a second test must be administered. The Quest teacher will record all information on the appropriate forms and present to the Newton County Quest Eligibility Committee.

Students eligible for gifted services may qualify with:

- Option A – Declaration of qualification based mental ability and achievement scores which meet the criteria established (See Table 2).
- Option B – Declaration of qualification based on meeting three of four multiple criteria categories established by Rule 160-4-2.38 (see Table 3).

NORMED INSTRUMENTS					
Mental Ability		Achievement		Creativity	Motivation
<i>OLSAT</i>	Total	<i>ITBS</i>	Reading Math Composite	<i>TTCT</i> (<i>Torrance Test of Creative Thinking</i>)	<i>GES</i> RENZULLI
<i>COGAT</i>	Verbal Quantitative Nonverbal Composite	<i>MBA</i>	Broad Reading Broad Math	<i>RENZULLI</i> <i>GES</i> (<i>Hawthorne</i>)	<i>CAIMI</i> (4-8)
<i>NNAT</i>	Total	<i>SAT-10</i>	Reading Math Composite		<i>GPA</i> (Grades 6-12) *Grade point average over 2 years
<i>WISC-R</i>	Total				
<i>Stanford-Binet</i>	Total				

Table 1: Evaluation Instruments

*GPA is 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 foreign language, if such language study is included in the student's records. To qualify, a student must have a GPA in the top 10% for the system.

Diversity Issues

Gifted program teachers make every effort to search for all gifted students within each school. No student is denied an eligibility determination based on ethnicity. When necessary, interpreters are available for use by gifted program teachers to communicate with parents who do not speak English. Quest forms are also available in Spanish.

Statistical Data

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

Transfer Students and Test Data from Outside Newton County

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

Any student who meets the state eligibility criteria for gifted education is eligible to receive services. However, a student transferring in from another school system within the state shall meet the criteria for continuation of services established by the Newton County Board of Education. Reciprocity between states will be determined on an individual basis. Students from other states must meet the state of Georgia criteria for placement in the gifted program.

Transfer Placement Procedures:

- ✓ Request psychological, eligibility report, and any other program eligibility records from former school
- ✓ Verify that scores comply with Georgia guidelines and Georgia approved tests
- ✓ Placement will be determined upon receipt of the required records by the Quest Teacher
- ✓ Quest Eligibility Committee will determine if student meets Georgia eligibility requirements.

Program Design

Delivery of Program

All students served in the gifted program in Newton County receive a minimum of five segments of services each week.

Elementary Quest Models

Identified gifted students in grades K-3 will be served by the Quest teachers in a resource model. Quest teachers use interdisciplinary units that match the advanced learning needs of their students and that challenge higher level thinking for the younger gifted students.

All fourth and fifth grade gifted students will be clustered in Language Arts for at least two segments daily during which interdisciplinary instruction is taking place. Gifted endorsed classroom teachers will teach an accelerated class of students. Some elementary schools are also clustering gifted students into accelerated math classes and others are implementing math inclusion with Quest teachers.

Fourth and fifth grade gifted students will also be pulled out weekly by the regular Quest teacher for resource classes to engage in interdisciplinary unit instruction, vocabulary instruction and critical thinking activities.

Middle School Quest Models

The middle school gifted student is served daily in language arts and science and in some schools mathematics according to the student's area of giftedness. These classes take the place of the child's regular language arts, science and math classes.

High School Quest Models

In high school, gifted students have a variety of options for daily service. The primary options include Honors/Advanced Placement (AP) courses and post secondary options.

Summary of Models in grades K-12:

Gifted services will be offered through one of these models:

- K-3 - resource enrichment
- 4-5 - resource/cluster/push-in
- 6-8 - accelerated content areas
- 9-12 - self-contained, joint enrollment, advanced placement

Curriculum and Instruction

Development of cognitive, metacognitive, research/reference, and communication skills shall be integrated with units aligned with the Georgia Performance Standards. On an annual basis, gifted program teachers review and revise the units being taught to identified gifted students.

Classroom Expectations

Students should not be required to make-up work they missed in the regular classroom when they were receiving gifted services nor should missed work be assigned for homework.

Professional Development

The Newton County School system provides professional learning opportunities in order to improve the quality of instruction and services provided to gifted education students including mentoring for teachers and other program personnel as it relates to the Gifted Education Program. Professional Learning courses are offered through Griffin RESA and through the Newton County Department of Professional Learning.

Expectations of Quest Teachers

- Obtain and maintain gifted endorsement
- Plan and teach Quest classes following county guidelines noted above
- Follow Newton County School System Quest procedures in the Quest Manual
- Administer testing and complete eligibility reports in a timely fashion
- Participate in Eligibility Meetings and follow guidance of the system gifted coordinator
- Communicate to parents in a timely manner
- Work directly under the supervision of the building administrator
- In elementary schools, Quest teachers will not test staff members' children of their assigned school; a Quest teacher assigned to a different school will conduct this testing
- Understand that Quest teachers are system assigned and may be transferred to another school assignment to meet state and system needs

Family and Community Involvement

Gifted program teachers seek to keep families informed of activities and events taking place within their classrooms and that effect gifted program students. One of the primary ways this is done is through the use of *E-Learn*. Parents can view various lessons and activities being conducted in class as posted by teachers. In addition, some teachers provide parents with frequent written communication via newsletters, notes, and letters. All teachers hold informational sessions for parents of gifted students either during curriculum nights or during separately arranged meetings.

NCSS BOE Policy IDDD: Program for Gifted Students

BOARD POLICY Descriptive Code: IDDD

PROGRAM FOR GIFTED STUDENTS Date: January 4, 1999

Purpose

The Newton County Board of Education recognizes the need to provide Gifted Education services to students who have the potential for exceptional achievement. This policy provides the framework for provisions of these services as outlined in State Board Rule 160-4-2.38.

Definition

A Gifted Student is identified as one who demonstrates a high degree of intellectual, creative and/or artistic ability(ies), possesses exceptional leadership skills, 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.

Requirements

A. Notification - Parents or guardians shall be notified in writing of referral procedures and eligibility requirements of the program; of initial consideration of their child for the program; of their child's eligibility status after an evaluation; of the type of service to be provided and objectives for their child; of criteria students must meet for continuation of gifted services; and of the length of any probationary period and objectives to be met should their child be in jeopardy of termination from the program; and of their child's termination from the program. Parental consent is required for service in the program.

B. Testing - For the purpose of consideration for the gifted program, no student may be given a test of scholastic or mental ability, creativity, motivation, or achievement without written permission of a parent or guardian. Ability, achievement, creativity or motivation scores to determine eligibility of initial placement must be current within two years. Mental ability, achievement, creativity, and motivation tests must provide percentile rankings by age and must have been normed within the last ten years.

C. Curriculum - Curriculum developed for gifted students must incorporate the State Board of Education approved student competencies and the Quality Core Curriculum/Georgia Performance Standards. Curriculum shall focus on developing cognitive, research, and meta-cognitive skills at each grade/level using differentiated principles in one or more of these content areas: language arts, mathematics, science, social studies, foreign language, fine arts, or vocational/technical education. Appropriate instructional materials/assessments will be provided to meet the need of the students.

D. Personnel - Instruction will be provided by appropriately certified personnel.

E. Data Collection - Statistical data shall be maintained on the number of students referred for evaluation of eligibility, the number of students determined eligible, and the number of students actually served during the school year.

F. Reciprocity - Any student who meets the state eligibility criteria for gifted education services is considered eligible to receive services. However, a student transferring in from another school system within the state shall meet the criteria for continuation of services established by the Newton County Board of Education. There is no mandated reciprocity between states.

Referral for Services

A student may be referred for consideration of gifted services by teachers, counselors, administrators, parents or guardians, peers, self, or other individuals with knowledge of the student's abilities.

Initial Eligibility

A student may meet eligibility criteria for Gifted Education from Rule 160-04-02.38. Under this rule, a student must meet criteria in any three of the following areas: mental ability (intelligence), achievement, creativity, or motivation.

The system may consider data regarding a student's eligibility that was gathered and analyzed by a source outside the school system. However, this outside data shall not be substituted for data the school generates during the testing/evaluating process.

Continuation Criteria

Students must meet the continuation criteria as described in the gifted administrative program handbook.

Program Exit

A. Students must meet the continuation criteria as described in the gifted administrative program handbook.

B. No student will be withdrawn from the program without prior written notification to the parent or guardian.

C. Any student who has been withdrawn from the gifted program may be considered for re-entry to the program after one semester.

ADOPTED: 6/19/90

REVISED: 12/10/96

Newton County Board of Education

State Board 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:
 - 1. The gifted education program operated by the local school system, referral procedures and eligibility requirements.
 - 2. Initial consideration of a student for gifted education services.
 - 3. The student's eligibility status after an evaluation, at which time the parents or guardians shall be afforded an opportunity for a conference to discuss student eligibility criteria and placement.
 - 4. The type of service to be provided annually, the teaching methods to be used and the time allotted for the student to receive gifted services. Parents or guardians shall also be informed of the objectives designed for students to meet and the manner in which evaluation of the mastery of these objectives will be conducted.
 - 5. The performance standards the student shall meet for the continuation of gifted services (*See Continued Participation section*).
 - 6. The length of the probationary period in which the student is in jeopardy of losing gifted services. The notice shall specify the criteria the student shall meet to continue receiving gifted education services.
 - 7. The termination of gifted education services in the event that the student fails to meet the continuation criteria. The notice shall contain a statement that the student shall become eligible to receive gifted education services upon meeting the criteria adopted by the local board of education regarding the continuation of services.
- b) **Referral.**
 - 1. **Reported Referral.** A student may be referred for consideration for gifted educational services by teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge of the student's abilities.
 - 2. **Automatic Referral.** Students who score at specified levels on a norm referenced test as described below shall be considered automatically, as defined in Appendix A of the Georgia Department of Education *Resource Manual for Gifted*

Education Services, for further assessment to determine eligibility for gifted program services.

- (i) Local boards of education shall establish the criterion score needed on these norm-referenced tests for automatic consideration for further assessment.
 - (ii) Local boards of education shall ensure that any tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students, and shall be nondiscriminatory with respect to race, religion, national origin, sex, disabilities or economic background.
- c) **Consent.** Local school systems shall obtain written consent for testing from parents or guardians of students who are being considered for gifted education services. Written consent from parents or guardians is also necessary before students determined to be eligible for gifted education services can receive these services.
- d) **Eligibility.** The local board of education shall not adopt eligibility criteria that are inconsistent with this rule.
- e) **State Reporting Requirements.** The local board of education shall submit to the Georgia Department of Education a copy of its administrative procedures for the operation of a program for gifted students in grades K-12. The local system shall review and revise (if revisions are needed) its local administrative procedures at least annually. An updated copy of the local administrative procedures shall be submitted to the Department of Education whenever changes are made.

1. Initial Eligibility.

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

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

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

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

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

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

examiner. (See Rule 160-4-7-.07 Evaluations and Eligibility Determinations.)

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

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

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

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

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

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

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

(IV) **Motivation.** Students shall (a) receive a score at the 90th percentile on a standardized motivational characteristics rating scale, or (b) receive from a panel of three or more qualified evaluators a score 90 on a scale of 1-100 on a structured observation/evaluation of student-generated products and/or performances, or (c) have a grade point average (GPA) of at least 3.5 on a 4.0 scale (as defined in Appendix

A of the Georgia Department of Education *Resource Manual for Gifted Education Services*), where a 4.0 = A and 3.0 = B, using an average of grades from the regular school program over the previous two school years if the student is in grades 3-12.

I. Rating scales used to evaluate student motivation shall relate to the construct of motivation and differentiate levels such that judgments equivalent to the 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. GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, language arts, social studies and foreign language, if such language study is included in the student's records.

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

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

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

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

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

(e) Curriculum and Services to Be Provided.

1. Local boards of education shall develop curricula for gifted students that incorporate the State Board of Education-approved student competencies and Quality Core Curriculum. Curriculum objectives shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education. Local boards of education shall submit to the Georgia Department of Education a description of the differentiated curricula used for instruction of gifted students. The local system shall review and revise (if revisions are needed) its curricula for gifted students at least annually. An updated copy of the local program description shall be submitted to the Department of Education whenever changes are made.
2. Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in Appendix A of the Georgia Department of Education *Resource Manual for Gifted Education Services*.

(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 Effective: March 9, 1998

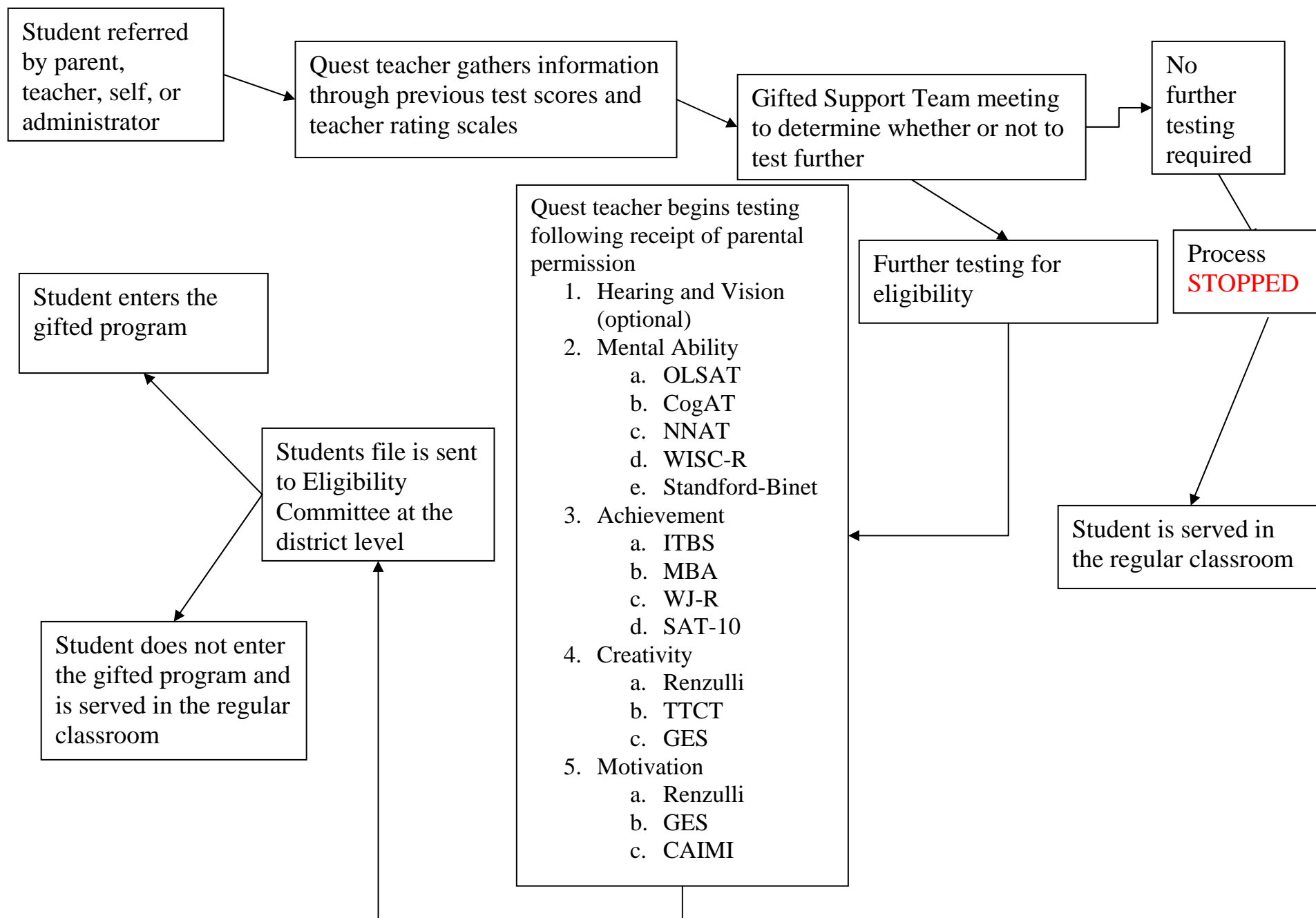


TAB's Descriptors

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

<p>Motivation <i>Evidence of desire to learn</i></p> <p>Description: Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need or attain a goal.</p> <p>Student may:</p> <ul style="list-style-type: none"> demonstrate a persistence in pursuing/completing self-selected tasks (may be culturally influenced; evident in school and non-school activities) be an enthusiastic learner aspire to be somebody 	<p>Interests <i>Intense (sometimes unusual) interests</i></p> <p>Description: Activities, avocations, objects, etc., that have special worth or significance and are given special attention.</p> <p>Student may:</p> <ul style="list-style-type: none"> demonstrate unusual or advanced interests in topic or activity be beyond age group pursue an activity unceasingly 	<p>Communication Skills <i>Highly expressive and effective use of words, numbers, symbols</i></p> <p>Description: Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers).</p> <p>Student may:</p> <ul style="list-style-type: none"> demonstrate unusual ability to communicate (verbally, physically, artistically) use particularly apt examples, illustrations or elaborations. 	<p>Problem-Solving Ability <i>Effective, often inventive strategies for recognizing and solving problems</i></p> <p>Description: Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a task.</p> <p>Student may:</p> <ul style="list-style-type: none"> demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working. create new designs, invent 	<p>Memory <i>Large storehouse of information on school or non-school topics</i></p> <p>Description: Exceptional ability to retain and retrieve information.</p> <p>Student may:</p> <ul style="list-style-type: none"> already know need only 1-2 repetitions for mastery have a wealth of information about school or non-school topics pay attention to details manipulate information well
<p>Inquiry <i>Questions, experiments, explores</i></p> <p>Description: Method or process of seeking knowledge, understanding, or information.</p> <p>Students may:</p> <ul style="list-style-type: none"> ask unusual questions for age play around with ideas demonstrate extensive exploratory behaviors directed toward eliciting information about materials or situations. 	<p>Insight <i>Quickly grasps new concepts and makes connections; senses deeper meanings</i></p> <p>Description: Sudden discovery of the correct solution following incorrect attempts.</p> <p>Student may:</p> <ul style="list-style-type: none"> demonstrate exceptional ability to draw inferences appear to be a good guesser be keenly observant see many unusual, diverse relationships integrate ideals and disciplines 	<p>Reasoning <i>Logical approaches to figuring out solutions</i></p> <p>Description: Highly conscious, directed, controlled, active, intentional, forward-looking, goal-oriented thought.</p> <p>Student may:</p> <ul style="list-style-type: none"> make generalizations use metaphors and analogies think things through in a logical manner think critically come up with plausible answers 	<p>Imagination/Creativity <i>Produces many ideas; highly original</i></p> <p>Description: Process of forming mental images of objects, qualities, or situations which aren't immediately apparent to the senses. Problem solving through non-traditional patterns of thinking.</p> <p>Student may:</p> <ul style="list-style-type: none"> show exceptional ingenuity in using everyday materials have wild, seemingly silly ideas 	<p>Humor <i>Conveys and picks up on humor</i></p> <p>Description: Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words and gestures.</p> <p>Student may:</p> <ul style="list-style-type: none"> have keen sense of humor (may be gentle or hostile) see unusual relationships demonstrate unusual emotional depth demonstrate sensory awareness

Gifted Referral Process Newton County Schools





Initial Letter to Parents

Q2
6/2010

Date

Dear Parents:

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

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

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

The evaluation process includes the following steps:

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

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

Yours truly,

Quest Teacher

_____ School



Newton County Schools
Program for the Gifted

Q3
7/2008

NOTIFICATION OF CONSIDERATION FOR PROGRAM QUEST

DATE _____

Dear Parents:

Your child, _____, is currently under consideration for the Newton County Schools' Program for the Gifted, Program QUEST. This consideration is based upon the following:

_____ A referral by _____

_____ Review of the standardized test data

_____ Other: _____

Please supply the following information. Then indicate whether or not you consent for your child to be evaluated. If you do not wish for your child to be evaluated, no further action will be taken. If you have any questions, please contact the Principal or Quest teacher at your child's school.

Name _____ Date of Birth _____ Age _____
Last First Middle

Address _____ Gender _____ Race _____
City State Zip Grade _____ School _____

Homeroom teacher _____

Parents _____ Home Telephone _____

Employment _____ Work Telephone _____

_____ Yes, I do agree for the evaluation to occur. _____ No, I do not agree for the evaluation to occur.

Signature of Parent or Guardian

Date



ELIGIBILITY REPORT

Q4
5/2011

DATE OF REFERRAL _____
 NAME _____ DOB _____ SIS# _____ GRADE _____
 SCHOOL _____ HOMEROOM TEACHER _____
 REFERRAL: _____ Parent _____ Teacher _____ Automatic _____ Transfer _____ Self

Students may qualify under the MA & Achievement **or** the 3 of 4 criteria.

	Data Considered	Dates	Scores % ile	Must meet MA & Achievement		Must meet 3 of 4 criteria	
				Requirement	Criteria Met	Requirement	Criteria Met
Mental Abilities	OLSAT Total	_____	_____	K-2 99 % ile 3-12 96 % ile Composite Score	(Please Circle) Yes or No	(K-12) 96% ile Composite or Appropriate Component Score	(Please Circle) Yes or No
	NNAT Total	_____	_____				
	COGAT Verbal	_____	_____				
	Quantitative	_____	_____				
	Nonver Composite	_____	_____				
Stanford-Binet	_____	_____					
WISC-R	_____	_____					
Achievement	ITBS Reading	_____	_____	K-12 90 %ile Total Battery or 90 %ile (Total Math or Reading)	Yes or No	(K - 12) 90 %ile (Total Math, or Reading, or Total Battery)	Yes or No
	Math	_____	_____				
	Composite	_____	_____				
	SAT-10 Broad Reading	_____	_____				
Broad Math	_____	_____					
MBA Broad Reading	_____	_____					
Broad Math	_____	_____					
Other Test _____	_____	_____					
Creativity	TTCT	_____	_____	NA	NA	(K - 12) 90 %ile or 90+ on Scale of 1-100	Yes or No
	GES	_____	_____				
	Renzulli	_____	_____				
	Other _____	_____	_____				
Motivation	GPA	_____	_____	NA	NA	(K - 12) 90%ile GPA (6 - 12) Top 10% for the System Or 90%	Yes or No
	Renzulli	_____	_____				
	GES - Leadership	_____	_____				
	CAIMI	_____	_____				
	Other _____	_____	_____				

_____ Student qualifies _____ Student does not qualify.
 RECORD OF PARENT CONTACTS: _____ Conference _____ Telephone _____ Letter
 Date Notified _____



Newton County Schools
Program for the Gifted

Q5
7/2008

**NOTIFICATION OF MEETING TO DISCUSS
PROGRAM QUEST ELIGIBILITY**

Dear _____:

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

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

The meeting will be held at _____ school on _____ at _____.
Date Time

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

Quest Teacher

Telephone Number

.....

Student's Name

_____ I will attend this meeting.

_____ I would like to attend the meeting but cannot at this date or time.

_____ I will contact the school regarding a different date or time.

Parent or Legal Guardian

Date



**NOTIFICATION AND CONSENT FOR PLACEMENT
PROGRAM FOR THE GIFTED: PROGRAM QUEST (K – 8)**

Student _____ DOB _____

Your child is eligible for placement in the Program for the Gifted based upon the data included in the attached Eligibility Report. If you have any questions about your child's eligibility or the proposed placement in gifted programming, you may request a conference. No change will be made in your child's educational program until permission is given.

An Individual Program Description will be provided to you. In addition, your child's progress in the Gifted Program and in the regular education program will be reviewed annually, and a determination of continuation in the program will be made. You will be informed when your child's placement is in jeopardy.

For a child to continue in the Program for the Gifted after initial placement, he/she must meet the program's Continuation Criteria. These are: (1) "B" average in the Gifted Program as noted by evaluation of student work and progress, (2) "B" average in the regular educational program. Determination of satisfactory performance may also involve the review of data from teacher reports. Students failing to meet the Continuation Criteria are placed on probation. Probation is based on grade level and will last for one semester or until the end of the grading period. Students who do not show required improvement after the probationary semester/grading period are withdrawn from the program. Parents are notified in writing prior to withdrawal. If withdrawn, a student may re-enter the Gifted Program upon meeting the specifications of the Continuation Criteria.

Parents may submit a written request for withdrawal of their child at the end of a semester/grading period.

I _____ agree with the proposed placement in the Gifted Program.

I _____ disagree with the proposed placement in the Gifted Program.

Signature of Parent or Legal Guardian

Date

Please indicate your decision above, sign the form and return it to the Gifted Program teacher at your child's school. Attached is a copy of the Eligibility Report and the Individual Program Description for you.

If you agree with this proposed placement, your child will begin services on: _____



Newton County Schools
Program for the Gifted

Q6b
7/2008

**NOTIFICATION AND CONSENT FOR PLACEMENT
PROGRAM FOR THE GIFTED: PROGRAM QUEST (9 – 12)**

Student _____ DOB _____

Your child is eligible for placement in the Program for the Gifted based upon the data included in the attached Eligibility Report. If you have any questions about your child’s eligibility or the proposed placement in gifted programming, you may request a conference. No change will be made in your child’s educational program until you are consulted and agree.

An Individual Program Description will be provided for you. In addition, your child’s progress in the Gifted Program and in the regular education program will be reviewed annually, and a determination of continuation in the program will be made. You will be informed when your child’s placement is in jeopardy.

I _____ agree _____ disagree with the proposed placement in the Gifted Program

Signature of Parent or Legal Guardian

Date

Please indicate your decision above, sign the form and return it to the Gifted Program teacher at your child’s school. Attached is a copy of the Eligibility Report and the Individual Program Description for you.

If you agree with this proposed placement, your child will begin services on: _____



Newton County Schools
Program for the Gifted

NOTIFICATION OF INELIGIBILITY FOR QUEST PROGRAM

Q7
7/2010

Date

Dear Parents:

This is to inform you that your child does not meet the criteria for placement in the program for the gifted. Please see the chart below for an explanation of the state scoring criteria for the gifted program.

Please help your child to understand that the scores needed to qualify for the gifted program are very high and are set by state regulations. The scores do not indicate a child is not intelligent or has failed the test.

Should you have any questions, or wish to have a personal conference, please feel free to call me.

Please sign and return this form to the Quest teacher at your child's school.

Yours truly,

Program Quest Teacher

Child's Name _____

Telephone _____

School _____

		Test Name/Score	Qualified Yes or No
<u>Grades K-2 State Required Scores</u>	<u>Must Meet 3 out Of 4</u>		
Mental Ability	96%		
Achievement	90%		
Creativity	90% or 90+ on a scale of 1 – 100		
Motivation	90% or 90+ on a scale of 1 - 100		
<u>Grades 3 – 12 State Required Scores</u>	<u>Must Meet 3 out of 4</u>		
Mental Ability	96%		
Achievement	90%		
Creativity	90% or 90+ on a scale of 1 – 100		
Motivation	90% or 90+ on a scale of 1 - 100		

Signature of Parent or Guardian

Date



Date _____

INDIVIDUAL PROGRAM DESCRIPTION/CONTINUATION OF SERVICES NOTICE

Student _____ Grade _____
School _____

A review of your child’s performance this year in Program Quest and in the regular class has been completed by the Gifted Program teacher. The review has determined that for school year _____ - _____:

_____ Continued placement in Program Quest **is appropriate**. Your child will continue in Program Quest unless you disagree with this placement. If you disagree, please contact your child’s Quest teacher.

Description of Services for School Year _____ - _____

I. Delivery Model:

- | | |
|---|----------------------------|
| (1) ___ Resource Room (K-3) | (6) ___ Independent Study |
| (2) ___ Resource Room/Cluster Model (4-5) | (7) ___ Advanced Placement |
| (3) ___ In-Class Collaboration | (8) ___ Joint Enrollment |
| (4) ___ Resource Room/Content Area (6-8) | |
| (5) ___ Content Areas (9-12) | |

II. Contact hours per week are (circle one): 5 12 10 15 20 _____

All levels of the Program for the Gifted include instruction in skills area basic to Gifted Education. These are (1) Developing Cognitive Skills; (2) Learning Skills; (3) Research and Reference Skills; and (4) Communication Skills. The gifted curriculum incorporates these skills areas into units and/or courses which deal with one or more of the following content areas: Language Arts, Mathematics, Foreign Language, Social Studies, Science, and Fine Arts.

Curriculum Focus, Grades K through 12:

The units and activities or coursework, which your child will study will have as a focus the following content areas:
_____ Language Arts, _____ Social Studies, _____ Science, _____ Mathematics _____ Foreign Language

Individual Provisions, Comments, etc. _____

Gifted Program Teacher _____



**PROBATION/REMOVAL OF PROBATION NOTICE
PROGRAM FOR THE GIFTED: PROGRAM QUEST**

Student _____ Date _____

A review of your child’s performance this year in Program Quest and in the regular class has been completed by the Gifted Program teacher.

_____ Your child will continue in Program Quest **on probation** for one grading period.

Your child exhibited:

- _____ unsatisfactory performance in the Quest Program and/or
- _____ unsatisfactory performance in the regular education program.

_____ You were previously notified that your child was placed on probation for Program Quest. Continuation criteria at this point has been met. Therefore, your child **is no longer on Quest probation.**

Comment _____

Students who do not meet continuation criteria after a probationary period are withdrawn from the program. Please remember that students must maintain at least an “80” or a “2” in all grade level subjects and an “M” in Quest.

Gifted Program Teacher Signature

Parent Signature



Date _____

WITHDRAWAL FROM THE PROGRAM FOR THE GIFTED

_____ will be withdrawn from the Program for the Gifted

beginning _____ for the following reasons:

1. ___ Failure to maintain Continuation Criteria

a. ___ Unsatisfactory performance in the Program for the Gifted

b. ___ Unsatisfactory performance in the regular program

Comments _____

2. ___ Parent Request

3. ___ Other _____

Comments _____

If you would like a conference to discuss your child's withdrawal from the Quest Program, please contact your child's Quest teacher. If you wish to have your child re-entered in the Quest Program, you must send a written request to the Quest teacher. Please note that student tests scores are valid for a period of two years only. After two years, a student will have to be re-tested to re-enter the Quest Program.

Gifted Program Teacher

Parent/Guardian's Signature

Date



Newton County Schools
Program for the Gifted

Q11
7/2008

**NEWTON COUNTY SCHOOL SYSTEM
PROGRAM QUEST
DETERMINATION OF ELIGIBILITY COMMITTEE**

Student _____ School _____

Date of Eligibility Committee Decision: _____

We hereby determine that the study of this student's case results in the following decision:

- _____ This student meets eligibility requirements for Program Quest.
- _____ This student does not meet eligibility requirements for Program Quest.
- _____ Further information is required for a decision to be made. See remarks below.

Remarks: _____

Signatures of Eligibility Committee Members:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Newton County Schools
Program for the Gifted

Q12
7/2008

**RE-ENTRY FORM
PROGRAM FOR THE GIFTED: PROGRAM QUEST**

Student _____ Grade _____

I apply for my child to re-enter Program Quest effective _____

The reason(s) for prior withdrawal

____ Student voluntarily withdrew from Quest.

____ Student was withdrawn because of failure to meet Continuation Criteria.

____ Student transferred to another school system.

____ Parent Request

____ Other _____

Reason(s) for requesting re-entry _____

I understand that my child must meet the system's Continuation Criteria prior to re-entry.

Signature of Parent or Legal Guardian Signature of Student (High School Only) Date

***Note This Section is for School Use Only**

CONTINUATION CRITERIA

Is performance in the regular classroom satisfactory? _____ Yes _____ No

Comments _____

The student _____ is _____ is not eligible for re-entry.

Gifted Program Teacher



PARENTAL CONSENT FOR INTERIM PLACEMENT

This is to certify that I approve of _____
(Name of Child)

participating in the Quest Program at _____
(School)

I understand that this is a temporary placement (Maximum 20 school days). Upon the decision of the eligibility committee, placement eligibility will be determined in accordance with the State of Georgia gifted education guidelines.

_____ Yes, I do agree with this interim placement.

_____ No, I do not agree with this interim placement.

REASONS FOR NON-AGREEMENT:

_____ I would like a conference concerning my child's placement.

Parent/Guardian Date

Teacher Date

Principal Date



Teachers' Guide for Gifted Screening/Referral Process

Should I make a referral to the gifted program?

Are the child's needs being met in the regular classroom?

_____ Yes, then there is no need to follow through with the referral.

_____ No, then a referral may be necessary. If the skills are far above the average in areas such as intelligence and thinking skills, then refer to the GST.

GST stands for Gifted Support Team. This team consists of an administrator, all gifted resource teachers (Quest teachers), the classroom teacher, and the person who referred the student. A minimum of three team members must be present to conduct a meeting.

If you choose to refer a student to the GST:

- 1) The referring teacher will fill out the "Screening for Gifted Support Team Referral" form. This form must be filled out in its entirety. Please give specific examples of the student's behaviors and attach work samples.
- 2) Place completed "Screening for Gifted Support Team Referrals" form in the gifted teacher's box.
- 3) You are expected to attend the GST meeting to discuss your referred student. Please bring the student's cumulative folder to this meeting. At this meeting, a decision will be made by the GST whether to continue the referral process for the gifted program.
- 4) The GST decides if the process stops or continues. If the process continues, creativity and motivational checklists will be gathered on the referred student as well as any other needed information. The gifted teacher will administer I.Q. and achievement tests if needed.
- 5) When all information has been gathered, an eligibility meeting will take place. Eligibility will be decided by the county eligibility committee. The gifted teacher will notify parents of the results of the eligibility committee.
- 6) If students qualify for the Gifted Program, they will begin the program as soon as possible

***Deadline for referrals each year is April 15th.



Suggestions for Teachers Referring Students for the Gifted Program

For Instruction:

- 1) Provide opportunities for students to demonstrate creativity and motivation. Creativity is not limited to art and music classes. It can involve open-ended thinking and writing activities, projects and enrichment activities (For example: Create a game/joke/cartoon or write a story from your pet's point of view).
- 2) Use rubrics in evaluating what you expect from your students so that it is clear and defensible when a student goes beyond expectations.
- 3) Identify the needs of your students and then act in their behalf. A child might not be gifted, but may need to be challenged in an area such as math or reading. Plan with those needs in mind and call the appropriate resources to help provide what the child needs. **There is a big difference in being gifted and having a high ITBS score or being a teacher pleaser.**

What is Said:

- 1) **Never** tell a student that you are going to screen him for the gifted program. This can cause stress and make the student feel like a failure, if they do not qualify.
- 2) Don't tell parents for the same reasons. **No parent permission is required to screen a student.** By the time permission is required, the GST will have more data and input with which to better make a decision on the student's educational program.
- 3) **Never** tell a parent or child anything like: "You should have made it in the program." "I'm surprised you didn't make it." "I feel sure he/she will qualify." "I voted to refer him/her." By doing so you set yourself, the team and the system up to deal with unhappy parents.

In preparing a screening form or evaluating students:

- 1) Date, identify, and summarize the work samples that you turn in to the GST so they will have an idea of what that effort represents. Rubrics can show that a child truly went beyond what was expected. Without some explanation, the GST cannot determine the quality level of the work. Turn in samples over a period of time so that progress is seen and growth measured.
- 2) If possible create an exemplary piece of work that would be a standard by which student work could be measured. This would help the GST and it would help students see what is expected of them.
- 3) Fill out the screening sheet completely and correctly. If you can't find comments in all areas, or check most of the characteristics, ask yourself if this is truly a "gifted" child or just the best student in your class.
- 4) Take the assessment instruments for creativity and motivation very seriously. The current scales rate students on a scale of 1-6. It is poor practice to automatically circle "6's", just because a student is more outstanding in an area than his or her classmates. Think about what "always" means.
- 5) **Never** reward or punish a student with your screening or evaluation. We must be careful to identify a child's needs and then meet them appropriately. We are not doing the child a favor by putting him in a situation in which he cannot be successful, nor do we help him by letting bad behavior or messiness exempt him from a program that would meet his needs.



Screening for Gifted Support Team Referral

Student Name _____ Student # _____ Date of Referral _____

Date of Birth _____ Gender _____ Race _____ Age _____ Grade _____ Homeroom _____

Referral Initiated by _____ Title _____

Last Year's Teacher _____ Last Year's School _____

Listed below are some characteristics of gifted learners, followed by brief descriptions and behaviors that might exhibit each characteristic. Please give examples of the student's behavior in each of the four characteristics and **attach related work samples**.

MENTAL ABILITY

Communication

- Exhibits superior vocabulary and word usage
- Has effective oral or written communication

Memory

- Demonstrates unusual ability to retain and retrieve information
- Needs only one or two repetitions for mastery
- Has wide range of knowledge in a variety of areas

- Processes quickly
- Observes carefully
- Has unusual ability to draw inferences
- Exhibits flexible thinking
- Asks high level questions

Comments: _____

ACHIEVEMENT

Problem Solving Ability

- Is systematic and thorough
- Able to change strategies if not successful

Achievement Oriented

- Achieves at tasks he thinks are important
- Has depth of information
- Collects things

Comments: _____

CREATIVITY

Self Expression

- Unusually expressive in music, art, drama, dance or other area
- Exhibits original and inventive solutions to problems
- Is non-traditional in thought patterns

Uses Humor

- Displays a highly developed sense of humor
- Often catches or makes jokes that no one else gets
- Uses inappropriate humor

Comments: _____

MOTIVATION

Self Initiating

- Is persistent in pursuing tasks
- Enthusiastic or self motivated
- Prefers to work alone

Curiosity

- Questions and explores
- Seeks knowledge or information

Comments: _____

To be completed by GSTKnow Test Scores
(reported in percentile ranks)

Date	Test	Percentile Ranks
	ITBS, MBA, Other:	Reading:
		Math:
		Composite:
	CoGAT, OLSAT, Other:	Reading:
		Math:
		Composite:

Insight



Gifted Support Team
Parent Request for Screening

Student's Name _____ Age ____ Grade ____ Race _____ Gender _____
DOB _____ Homeroom Teacher's Name _____

I/we, the parent(s) of _____, request that the Gifted Support Team at
_____ School review the available standardized information to screen for possible
eligibility for the Gifted Education Program.

Please discuss your child's educational concerns with the classroom teacher and be aware of the current
eligibility criteria before you decide to refer your child to the Gifted Support Team

Current Eligibility Gifted Criteria

Mental Ability	96 th percentile on composite score or appropriate component score/99 th in grades K-2
Achievement	90 th percentile on total battery or total reading or total math
Creativity	90 th percentile on standardized creativity test or 90% on a characteristics scale
Motivation	90 th percentile on characteristics rating scale

Please give specific reasons for this request.

Please attach any supporting documentation not already on file with the school. (The school will have any standardized testing
results conducted through the schools and report cards.)

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Please return this form to the Chairperson of the Gifted Support Team at the school.



Newton County Schools
Program for the Gifted

Q15b
7/2008

Gifted Support Team
Notification for Parents of Receipt of Screening Request

To the parents of _____

Thank you for submitting the screening form to the Gifted Support Team (GST). It is the recommendation of the GST that your child's needs continue to be met in the regular classroom and that further evaluation is not indicated at this time. Please encourage your child's achievement in his educational program.

If you have questions, please contact the Chairperson of the GST at your child's school.

Thank you,

GST Chairperson's Signature

Date



QUEST PROGRAM REPORT CARD



2011-2012

Student:
Homeroom Teacher:

Quest Teacher:
Grade:

Expectations

Grading Period	1				2				3				4			
	DNM	MM	FM	E	DNM	MM	FM	E	DNM	MM	FM	E	DNM	MM	FM	E
Critical Thinking Skills/Logic Activities																
Vocabulary																
Unit Study: Anthropology (Ancient Civilizations)																
Prepared for Class																
Participates Willingly																
Completes Class Work																
Completes Out of Class Assignments /Bonus																
Conduct																

DNM= Does Not Meet Standards and Expectations
MM= Minimally Meets Standards and Expectations
FM- Fully Meets Standards and Expectations
E= Exceeds Standards and Expectations

Teacher Comments

1	2	3	4
<input type="checkbox"/> Great Job! Student meets/exceeds Quest standards.	<input type="checkbox"/> Great Job! Student meets/exceeds Quest standards.	<input type="checkbox"/> Great Job! Student meets/exceeds Quest standards.	<input type="checkbox"/> Great Job! Student meets/exceeds Quest standards.
<input type="checkbox"/> Student meets most Quest standards	<input type="checkbox"/> Student meets most Quest standards	<input type="checkbox"/> Student meets most Quest standards	<input type="checkbox"/> Student meets most Quest standards
<input type="checkbox"/> Please contact me for a conference.	<input type="checkbox"/> Please contact me for a conference.	<input type="checkbox"/> Please contact me for a conference.	<input type="checkbox"/> Please contact me for a conference.
<input type="checkbox"/> Please see attached form.	<input type="checkbox"/> Please see attached form.	<input type="checkbox"/> Please see attached form.	<input type="checkbox"/> Please see attached form.

Parent Signature

1	2	3	4

