

# *Quitman County Schools*

## *Gifted Education Resource*

### *Manual*

#### *2017-2018*

### **Philosophy**

Because students should be nurtured and should have the opportunity to develop the full range of their strengths and talents, programs for the gifted and talented are an essential part of the curriculum of Quitman County Schools. These programs, which enhance and extend the adopted curriculum, are intended both to encourage individual and group exploration in a variety of areas and to promote critical, creative, and practical application of knowledge. Quitman County will promote and ensure that parents are informed of the Gifted Education Program by having the manual available on the school's website, and promoting the program at all school open house meetings.

### **Referrals**

#### ***Direct Referrals***

Classroom teachers usually make these referrals; however, any responsible person who has knowledge of a student's intellectual functioning may make a referral. This may include parents, students, or professionals from other agencies. Direct referral does not necessarily indicate testing. The In-School Gifted Eligibility Team will examine records of students that have been directly referred for such data as prior testing, classroom performance, and characteristics of giftedness. The Quitman County School System shall obtain written consent for testing from parent or guardian of students who are being evaluated for gifted education services. Quitman County School System shall make referrals to Gifted Education to include a diverse group of students.

#### ***Automatic Referrals***

In an effort to evaluate potentially eligible students who might not otherwise be referred for gifted education, the gifted teachers will review system wide testing scores annually. Any student with a total reading or math score/or total composite of  $\geq 90$ th percentile will be

automatically referred to the gifted education eligibility team. Automatic referral does not necessarily indicate testing. Records of students who have been automatically referred will be examined for such data as prior testing, classroom performance, and characteristics of giftedness. Should testing be indicated, written parental consent will be required.

## **Transferring Students**

### ***From another Georgia School System***

Any student who has met Georgia eligibility criteria for gifted education services in a public school in Georgia and who transferred out of that system in good standing shall be considered eligible to receive gifted education services in the Quitman County School System with verifying documentation. That student will be informed of Quitman County's continuation criteria and shall meet those continuation criteria in order to continue to receive services.

### ***From Out-of-State***

Because Georgia has no reciprocal agreement with other states, all student transferring from out of state must meet Georgia's state requirements before receiving gifted services.

## **Eligibility**

Initial Eligibility: Information shall be gathered in each of the four categories described below in Option B. Any data used to establish eligibility in one area shall not be used to establish eligibility in another area. Any test score used to determine eligibility shall be current within two years. Data gathered and analyzed by a source outside the school system shall be considered as part of the nomination and evaluation process; however, such data shall not be substituted for data generated by the school and may never be used as the sole source of assessment data.

A student may qualify for gifted education services by meeting both criteria in Option A or three of the four criteria in Option B as specified by each local school system. At least one of the four criteria must be met by a score on a nationally normed test. Parents will receive notification in their home language to attend a meeting to discuss a student's eligibility status.

## **Option A:**

1. Mental Ability – Students in grades K-2 must achieve a score at or above the 99th percentile on a composite or full-scale score of a standardized test of mental ability. Students in grades 3-12 must achieve a score at or above the 96th percentile on a composite or full scale score of a standardized test of mental ability.
2. Achievement - Students in grades K-12 must achieve a score at or above the 90th age or grade percentile on the composite or total reading or total mathematics section of a nationally normed standardized achievement test.

## **Option B – Any three of the following four areas**

1. Mental Ability – Students must achieve a composite, or an appropriate normed component score, at or above the 96th percentile on a nationally normed mental ability test.
2. Achievement – A composite or total reading or total math score at or above the 90th percentile on a nationally normed standardized achievement test.
3. Motivation – The Quitman County School System has selected three possible measures for motivation. Any of the three may be used, depending upon the student's grade level and opportunities for assessment.
  1. Students who earn a cumulative grade point average of  $\geq 3.5$  on a 4.0 scale, where a 4.0 = A, a 3.0 = B computed for the two years immediately preceding the current grade level. GPA shall be computed on core curriculum areas only (math, English/language arts, science, social studies, and foreign language, if taught as a subject area rather than an exploratory).
  2. Students who earn a score of  $\geq 90$ th percentile on a standardized motivational characteristics rating scale.
  3. Students who show a superior academic performance through a score of  $\geq 90$ th percentile on a scale of 1-100 on a structured rating by a panel of three or more individuals. Performance in honors classes, AP courses, state and national academic competitions are examples of data, which may be considered.
4. Creativity – Students must score at or above the 90th percentile on an assessment for creativity

# **Summary of Approved Gifted Program** **Delivery Models**

(See Georgia State Board of Education Rule 160-4-2-.38, Page 6, Section e, Paragraph 2.)

## **1. Direct Services**

### **Resource Class (K-12)**

- All students must be identified as gifted.
- Maximum class size: 17 for grades K-5, 21 for grades 6-12
- Teacher must have the gifted endorsement.
- Curriculum must have an academic content foundation, but should focus on interdisciplinary enrichment activities.
- Content and pacing should be differentiated to the degree that activities are clearly not appropriate for more typical students at that grade level.
- Limited to ten segments per week.

### **Advanced Content Class (6-12)**

- Homogeneously grouped on the basis of achievement and interest in specific content area. May include students who are not identified as gifted, based on locally adopted achievement criteria.
- Maximum class size: 21 (This applies to total class size, not just those students identified as gifted.)
- System must develop a description of the course, showing clearly how the content, pacing, process skills emphasis, and expectations of student outcomes differ from the course more typical students at that grade level would take in that content area.
- Teacher qualifications:
  - (a) Locally developed Honors courses -gifted endorsement;
  - (b) AP or IB courses -
    - (b.1) gifted endorsement or
    - (b.2) College Board/IB training in that specific course plus 10 clock hours of staff development in characteristics of gifted learners at the secondary level and curriculum differentiation for gifted students.

### **Cluster Grouping (K-12)**

- Identified gifted students placed as a group into an otherwise heterogeneous regular classroom
- Regular classroom teacher must have the gifted endorsement.

- Teacher documents curriculum modifications made for gifted students: (a) separate lesson plans and (b) individual student contracts.
- Limited to two segments per day.

## **2. Indirect Services**

### **Collaborative Teaching (K-12)**

- Gifted endorsed teacher, regular classroom teacher, and gifted student (when appropriate) collaborate in the development of challenging assignments that substitute for or extend core curriculum objectives.
- The regular classroom teacher when appropriate may provide direct instruction, but there must be collaborative planning between the content area teacher and the gifted specialist (i.e., one devoted period for every 24 segments of gifted instruction, see Table 1 of the Regulations).
- Teacher-partners document curriculum modifications through (a) separate lesson plans, (b) time log of collaborative planning, and (c) individual student contracts.

## **3. Mentorship/Internship (9-12)**

- Gifted students work with mentors to explore professions of interest.
- Gifted endorsed teacher supervises mentorship/internship experiences; he/she must be given one full period each day or its weekly equivalent for every 15 students he/she is supervising.
- Individual student contracts document
  - (a) the work to be done.
  - (b) learning objectives,
  - (c) dates and amount of time the student will be participating in the internship/mentorship,
  - (d) means by which students' learning will be assessed, and
  - (e) responsibilities of the gifted education teacher and mentors
- Limited to two segments per day.

### **Joint Enrollment/Postsecondary Options**

- See PSO Rule.
- Individual student contract documents
  - (a) reason(s) the student needs a more advanced curriculum than any that could be provided on the high school campus,
  - (b) learning objectives for the gifted student,
  - (c) dates and amount of time (in segments) the student will participate in the joint

enrollment arrangement, and

(d) means by which the gifted student's learning will be assessed.

### **Approved Innovative Models**

The Georgia Department of Education (DOE) encourages the development of innovative programs for gifted students that are in accordance with the needs of the community and the philosophy of the district, but do not clearly fit within one of the approved models described above. Proposals are submitted to the DOE Gifted Program Specialist.

### **Continuation Criteria**

Believing that high expectations must be established for those students who have a potential for high achievement, the Quitman County School System has developed criteria that a student eligible for services through gifted education must meet in order to continue receiving services in the gifted program. These criteria are in compliance with the guidelines of the Georgia Department of Education's Education Program for Gifted Students; Rule 160-2-.38.

1. A student who has been officially placed in the gifted program may continue to receive gifted programming services as long as he/she meets the following criteria:
  1. Satisfactory performance in the regular classes. Satisfactory performance is determined as follows:
    - (1) Grades K-3 must maintain adequate progress (90%) on reporting periods.
    - (2) Grades 4-6 must maintain an overall 90 (a "A" or its equivalent) academic average (Language Arts, Reading, Math, Science, and Social Studies).
    - (3) Grades 7-8 must maintain an overall 90 (a "A" or its equivalent) academic average (Language Arts Reading, Math, Science, and Social Studies).
    - (4) Grades 9-12 must maintain an overall 90 academic average (English, Math, Science, Social Studies, and Foreign Language).
  2. Satisfactory performance in the gifted classes. Satisfactory performance will be based on the recommendations of the teacher of the gifted, with such recommendation to be based on active participation, required products, and regular attendance in the gifted program.
  3. Student has not exceeded absences specified in the Quitman County Attendance Policy (applicable to grades 9-12 only).

2. Procedures

1. Probation (Academic)

Parents and students will be notified at any time continuation criteria are not being met. At this point, a probation period will begin while the student remains in the program. If, at the end of the probation period, continuation criteria have not been met, the student will be withdrawn from the gifted program. If continuation criteria have been met, the student will be returned in good standing to the gifted program.
2. Withdrawal (Academic)

The withdrawal procedure will consist of a conference, which may include the parent, classroom teacher, gifted class teacher, and student. Minutes of this meeting shall be given to the parent along with a copy of reentry criteria and procedures. A copy of these minutes shall be placed in the student's gifted folder.
3. Voluntary withdrawal

This term is defined as any student intentionally exiting the gifted program while meeting all continuation criteria.

  1. Procedures for withdrawal
    - (1) A conference that includes the parent/guardian, the gifted teacher and an administrator or designee must be held. This conference may include the student and other participants as appropriate.
    - (2) Minutes will be kept concerning the discussion and decision of the conference.
    - (3) A form indicating parental approval of the withdrawal will be signed at the meeting. This form shall be placed in the Gifted folder of the student.
4. Procedures for Reentry
  - a. Students who have exited Gifted may make requests for reentry.
  - b. If initial eligibility determination is less than two (2) years old at the time of the request for reentry, the student can reenter the program under the original eligibility data.
  - c. If the initial eligibility determination is more than two (2) years old, the student must undergo the full evaluation process and meet eligibility criteria.
  - d. Re-entry may be considered only at the beginning of an academic year.
5. Parent Notification

A copy of this continuation policy will be given to parents of Gifted students at the time the parents sign permission for placement, if placement status changes, as well as any time policy is amended.

This criteria is based on SBOE Rule 160-4-2-.38, Section 3 – Continued Participation

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