

**Brochure:** This Brochure will be sent home with every student enrolled in Trion City Schools at the beginning of the school year.

# THE Gifted and Talented PROGRAM



Trion City Schools  
Gifted and Talented Services

*“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 excels in specific academic fields, and who needs special instruction and/or ancillary services to achieve at levels commensurate with his/her abilities.”*

Trion City provides services for identified gifted students at all grade levels. The gifted program is designed to meet the specific needs of these students and extend competencies in the areas of cognitive skills, collaboration, problem solving, creativity, reference skills, and communication skills beyond the experience of the regular classroom.

Trion City’s Quest program is state funded. The procedures for identifying and placing students in the gifted program are governed by the Georgia State Department of Education.

## EVALUATION FOR GIFTED ELIGIBILITY

Students in Trion City Schools are evaluated periodically for gifted eligibility.

- During the first semester of grades K-12, teachers observe all students for characteristics of gifted students and make referrals.
- Teacher, parent, peer and self-referrals are accepted each year during specified referral windows.
- Eligibility team meetings and formal testing continue until May.
- During the last semester of first grade, all students are evaluated on the basis of scores from administration of the CogAT test. During the first semester of 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade students are evaluated based on scores from ITBS.

## IDENTIFICATION AND PLACEMENT OF STUDENTS IN THE GIFTED PROGRAM

### Referrals

Students may be referred by teachers, parents, peers, or as a result of district wide testing. Referral windows are set at three intervals throughout the school year. Referrals are reviewed by the gifted eligibility team. This team determines which students will be formally evaluated.

### Evaluation

Following parental consent, the local school evaluates the student's mental ability, achievement, creativity, and motivation through the use of nationally normed test, instruments, performances, and standardized rating scales, as outlined by the State Department of Education guidelines.

### Eligibility

The eligibility team at the local school reviews the relevant information about the referred student. A decision is made by the team according to state eligibility regulations regarding eligibility or the need for further assessment.

## ELIGIBILITY CRITERIA

To be eligible for gifted services, a student must either **(a)** score at the 99<sup>th</sup> percentile (for grades K-2) or the 96<sup>th</sup> percentile (grades 3-12) on the composite or full scale score of a standardized test of mental ability **AND** the 90<sup>th</sup> percentile on the total battery, total math or total reading section of a standardized achievement test **OR (b)** qualify through the multiple-criteria assessment process by meeting the criteria in any three of the following four areas:

1. **Mental Ability-** 96<sup>th</sup> percentile on a composite or appropriate component score on a standardized test of mental ability.
  2. **Achievement-** 90<sup>th</sup> percentile on a Total Battery, Total Reading or Total Math section of a standardized achievement test.
  3. **Creativity** – 90<sup>th</sup> percentile on the total battery of a standardized test or Superior rating (90%) on a standardized creativity characteristics rating scale.
  4. **Motivation** – Superior rating (90%) on a standardized motivation scale. In grades 3-12 a student may also qualify by obtaining a certain grade point average in courses taken in language arts, mathematics, science, social studies and foreign language over the past two years. This qualifying GPA must be achieved by no more than 10% of the students in each grade level and may not be lower than 3.5 but probably will be higher.
- Any data used to establish eligibility in one area cannot be used to establish eligibility in another area.
  - Any test score, evaluation instrument, or product/performance used to establish eligibility must be current within two years. Students that are tested and are not determined eligible for gifted services cannot be tested until at least two years have elapsed from the initial gifted screening date.
  - Outside data may be accepted and considered but cannot be substituted for school generated data to determine eligibility.
  - Students that transfer in to the district from another Georgia school district where they were identified and placed in to a gifted program are automatically eligible for gifted services. Students from gifted programs outside of the state of Georgia are not automatically placed into the gifted program. Testing procedures and eligibility screening must be reviewed to determine alignment with Georgia guidelines.

## **Gifted Curriculum**

Gifted services must meet Georgia Performance Standards while providing differentiated curriculum based on the needs of gifted students. This gifted curriculum includes more elaborate, complex, and in-depth study of major ideas, problems, and themes than would ordinarily be available in the regular classroom. The curriculum blends instruction in math, science, social studies, language arts, reading and fine arts into units that examine central themes, issues, problems, and topics. Students may also have opportunities for independent studies on topics that interest them

Fundamental to curricula developed for gifted students are learning experiences that develop the use of higher level thinking skills and processes. This instruction enables students to apply these skills and make informed decisions, to understand and apply concepts, to make judgments, and to define, create, and implement strategies for solving problems.

## **Delivery Models**

The needs of able learners are diverse. Trion City Schools use a combination of delivery models to meet the needs of the gifted students. Available models include:

### **Direct Services**

- A. Resource Model (pull out)- Grades K-12
- B. Advanced Content – Grades 6-12
- C. Cluster Grouping – Grades K-12

### **Indirect Services**

- D. Collaborative K-12
- E. Mentorship/Internship 9-12

## **Mission**

- To identify students for the gifted program as outlined by the Georgia Department of Education (SBOE Rule 160-4-2-.38).
- To provide a rigorous, challenging, and diverse curriculum for students in the gifted program.
- To provide opportunities to express their extraordinary and unique abilities through activities designed to produce advanced research skills, develop critical and creative thinking and problem solving skills, and increase communication skills.

## **Program Goals**

Gifted students will:

- Develop advanced research skills and methods.
- Develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within the area of study.
- Develop and practice critical thinking and logical problem-solving skills in the pertinent academic area.
- Develop advanced communication skills.
- Develop and understanding of self and how their unique characteristics may influence interactions with others.

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Trion City Schools will review and revise this policy manual annually. Gifted and talented curriculum will also be reviewed annually.