



Trion City Schools

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Student Support Services
Gifted Education Division

Procedural Manual



Trion City Schools

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Introduction

Definition of Gifted Education

The Georgia Department 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 or her abilities.

It is the mission of Trion City Schools to meet the needs of all gifted students. We will strive to identify and serve all students in our school system that are gifted and need these specialized services. It is our belief that such students exist within all ethnic, geographic, and socioeconomic groups. Therefore, we will not discriminate based on race, gender, ethnicity or socioeconomic status. Any student who demonstrates a high degree of intellectual, academic, and/or creative abilities may be nominated for evaluation to determine eligibility to participate in the Program for Gifted Students. Eligibility will be determined by meeting the criteria for placement as determined by the Georgia State Board of Education.



Trion City Schools

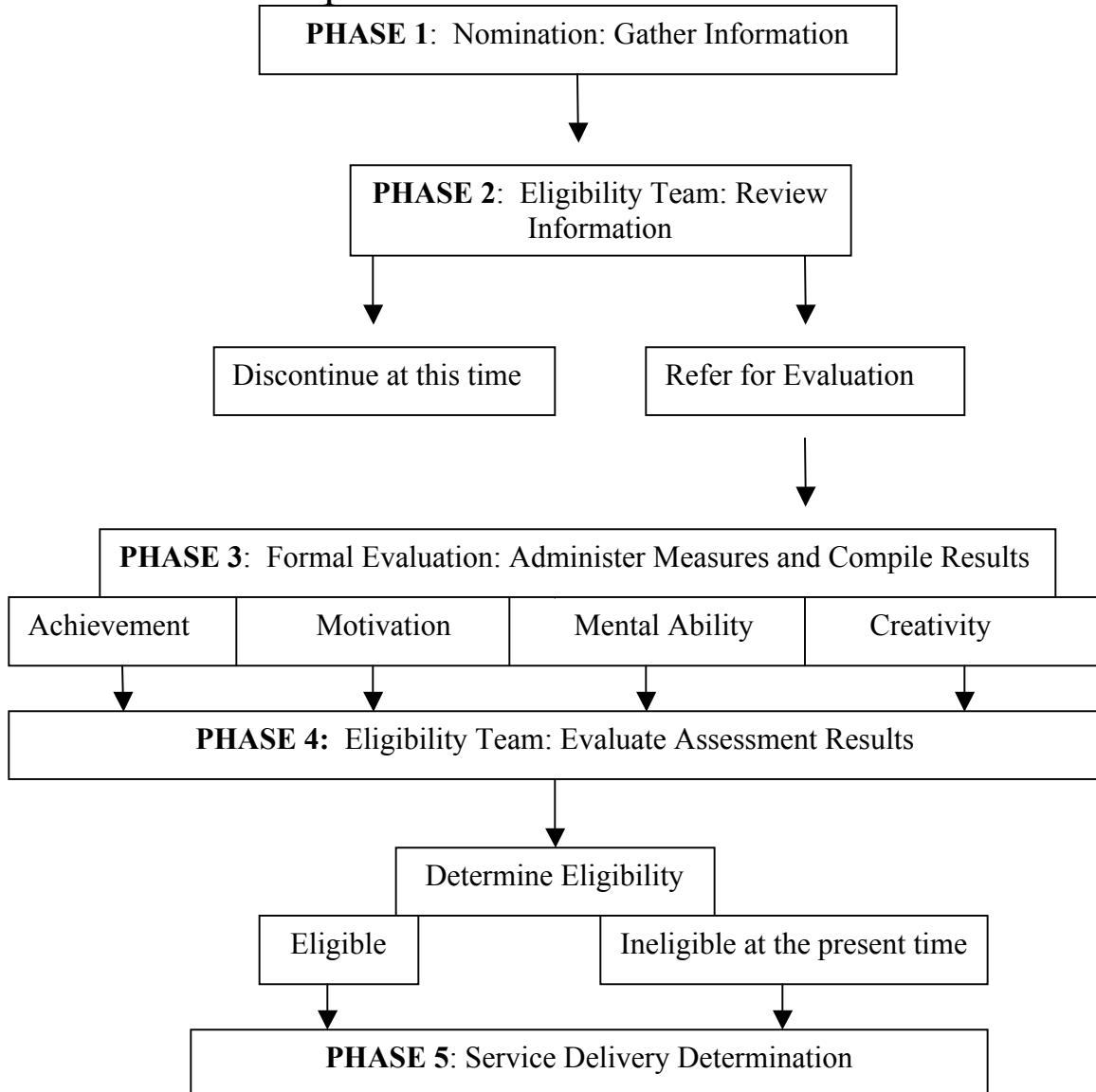
Gifted and Talented Program

Identification Process

Section 1

Gifted and Talented

Referral and Eligibility Process Charts Reported and Automatic Referral





Trion City Schools

Identification Process

PHASE 1: Nomination of Students

Students currently enrolled in Trion City Schools may be nominated for gifted eligibility according to the following process:

Reported Referrals

Any student, kindergarten through grade 12, may be recommended for consideration by teachers, parents or guardians, the student or others with knowledge of the student's abilities. An informational brochure will be sent home to all parents at the beginning of the school year. Gifted referral policies and procedures are located on the Trion School Website: www.trionschools.org. A link to the website will be included in student handbooks at all schools.

Automatic Referrals

Automatic referrals are generated from results of district-wide administration of tests (see chart below). Standardized test scores are analyzed by a gifted teacher or by a testing administrator at each school as the school receives them in order to determine if any student meets the automatic referral criteria.

Automatic Referral Criteria:

Kindergarten, First and Second: Reported Referrals only

Third- Eighth Grade: CRCT: ≥ 900 in reading, math or ELA

Third, Fifth, Eighth Grade: ITBS: $\geq 90\%$ (Total Reading, Total Math, or Composite)

High School: Reported Referrals only

PHASE 2: Eligibility Team: Review of Information

A site-based Eligibility Team is responsible for reviewing the nomination. The eligibility team will consist of a fluid school level panel of no fewer than three faculty members who have the gifted endorsement. The team may invite other participants who have expertise in a content area or who have special knowledge about the child to attend the meeting to review a student's nomination. The eligibility team will meet to review nomination information. The team may discuss and review test scores without parental permission. The team will make one of the following three decisions concerning each nominee:

- (1) The team may refer the student for further evaluation (send home Permission to Evaluate form).
- (2) The team may request additional information (send Notification of Nomination Status form to teacher)
- (3) The team may decide that collected information does not support a recommendation to continue the referral process. (send Screening Information Form to referring party OR send Notification of screening results to parent if parent referral.)

PHASE 3: Formal Evaluation

Procedures and Guidelines:

Parents of all students who have been referred for further evaluation are notified and receive Permission for Evaluation form. Student evaluation data is collected in the areas of mental abilities, achievement, creativity, and motivation. Data must be collected in all four areas whether using the Psychometric Approach or the Multiple Criteria Approach. Only one of the criteria may be met by a score on a behavioral rating scale. At least one of the criteria must be met by a score on a nationally normed test. Any data used in one area to establish a student's eligibility may not be used in any other data category. If you use product or performances in one area, it may not be used in another area.

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

Available Assessments

Motivation:

Hawthorne GES-2

GPA- grades 6-12 only

Product/ Performance

Mental Ability:

Cognitive Abilities Test

Kaufman Brief Intelligence Test II

Universal Non-Verbal Intelligence Test

WISC-IV

Woodcock Johnson Test of Cognitive Abilities

Academic Achievement:

Iowa Test of Basic Skills: Total Math, Total Reading or Composite

Wechsler Individual Achievement Test II

Kaufman Test of Educational Achievement

Creativity

Torrance Test of Creative Thinking

Hawthorne GES-2

Product or performance

Pearson

PHASE 4: Evaluate Assessment Results

Student evaluation data has been collected in the areas of mental abilities, achievement, creativity, and motivation. The criteria that must be met in each of these areas is illustrated in the chart below and then discussed in greater detail following the chart:

OPTION 1: Psychometric Approach

| Mental Ability | Achievement |
|---|--|
| Grades K-2 -- 99%tile Grades 3-12 -- 96%tile or higher on a composite of a standardized mental ability test | 90%tile or higher on Total Battery (Composite) OR Total Reading OR Total Mathematics on a standardized achievement test |
| A student must meet <u>both</u> of the areas above. . . | |

OR

OPTION 2: Multiple-criteria Approach

| Mental Ability | Achievement | Creativity | Motivation |
|---|--|---|--|
| 96%tile or higher on a composite or qualifying <i>allowable</i> component of a standardized mental ability test | 90%tile or higher on Total Battery OR Total Reading OR Total Mathematics of a standardized achievement test OR Superior Product grade of 90 or above | 90%tile or higher on a standardized creativity test OR 90%tile or higher on a standardized creativity rating scale OR Superior Product grade of 90 or above | GPA of 3.7 or higher on a 4.0 scale in grades 6-12 in regular core classes for two consecutive years OR 90%tile or higher on a standardized motivational characteristics rating scale OR Superior Product grade of 90 or above |
| A student must meet <u>three</u> of the four areas listed above. The rating scale may be used for either creativity or motivation, but not for both. | | | |

Using the information recorded on the Eligibility Report, the eligibility team will make one of the following decisions:

- (1) Option A: Psychometric Approach: The student is declared eligible based on mental ability and achievement scores which meet the criteria established at his or her grade level.
- (2) Option B: Multiple Criteria Approach: The student is declared eligible based on meeting three out of the four multiple criteria categories established by Rule 160-4-2-.38 (multiple criteria).
- (3) The student is declared ineligible based on not meeting the criteria established by Rule 160-4-2-.38.

When a student is determined eligible by the established criteria, the gifted program teacher will notify the parent or guardian in writing of the student's eligibility (Permission for Placement). Once consent is received, gifted services will begin for the student. When a student is determined ineligible, the team will notify the parent or guardian in writing (Notification of Ineligibility).

Eligibility Requirements

Mental Ability

Students shall score at or above 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.

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). 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.)

Achievement

Students shall:

- (a)** score at or above 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.

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).

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.

Creativity

Students shall:

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

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: outside empirical support for the test, long-term follow-up studies, and 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).

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.

If a rating scale/ checklist is used for motivation, it can not be used for creativity.

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.

Motivation

Students shall:

- (a)** receive a score at or above the 90th percentile on a standardized motivational characteristics rating scale, **or**
- (b)** receive from a panel of three or more qualified evaluators a score of 90 or above 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 3.7 on a 4.0 scale, 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 6-12.

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.

If a rating scale/ checklist is used for creativity, a rating scale shall not be used for motivation.

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.

GPA's 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.

External Evaluations

Assessment data that was 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. External evaluation data shall not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations shall have been reviewed for bias with respect to race, religion, national origin, sex, disabilities and economic background.

Reciprocity

In-State Transfers: any student who meets the Georgia eligibility criteria for gifted education services is considered eligible to receive gifted education services at Trion City Schools upon verification of records.

Out-of-State Transfers: There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. 20-2-2140 et.seq.

Upon request for consideration of gifted services and verification of records, the eligibility team will meet and make a placement decision based on the data or further evaluation if necessary.

PHASE 5: Service Delivery Determination

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. These approved models are described below:

Direct Services

Resource Class (K-12) -- All students must have been identified as gifted by Georgia State Board of Education criteria. The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 CLASS SIZE. The teacher must have the gifted endorsement. The curriculum must have an academic content foundation, but it should focus on interdisciplinary enrichment activities and **not any one content area**. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level. Gifted students may receive no more than ten segments per week of resource class service.

Advanced Content Class (K-12) -- Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. In that case, **the local district must establish criteria and guidelines that identify students who will be successful with the advanced curriculum to be offered in these classes.** (Identified gifted students may also be required to meet the specific achievement criteria.) Identified gifted students in the advanced content course may be counted at the gifted weight only if (a) the maximum size specified for gifted resource classes in State Board Rule 160-5-1-.08 CLASS SIZE is observed; (b) a description of the course curriculum (showing very clearly how the advanced course content, pacing, process skills emphasis, and expectation of student outcomes differ from the course more typical students at that grade level would take in that content area) is developed and maintained by the local board of education; and (c) the teacher has the following qualifications:

Placement in honors or AP courses at Trion High School are based on the student's performance on state mandated tests, past classroom performance in the subject area, and teacher recommendation.

1. Advanced Placement (AP) Courses -- The teacher must have the appropriate content area certification. In addition, the teacher must (a) have been trained by the College Board in that specific AP course and have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students; or (b) have the gifted endorsement.

2. Honors Courses -- The teacher of a locally developed honors course curriculum must have the appropriate content area certification and the gifted endorsement in order to count the gifted students in the class at the gifted FTE weight.

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

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

Indirect Services

Collaborative Teaching (K-12) -- Direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the

instructional facilitator). The gifted specialist, the regular classroom teacher, and the gifted student (when appropriate) collaborate in the development of challenging assignments that substitute for or extend the core curriculum objectives which the identified gifted student has already mastered.

To ensure adequate time for the gifted specialist to meet with teaching partners and gifted students, develop or secure advanced materials and other resources, develop individual student contracts, and provide small group or individual instruction, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education programming responsibilities (as determined by the local system) for every three classes in which he/she has collaborative teaching responsibilities.

The total number of gifted students whose instruction may be modified through this collaborative approach may not exceed an average of eight per class. For example, if the gifted program specialist is working with three classroom teachers during the first period of the school day, there may be no more than 24 gifted students (for whom curriculum is being modified) divided among the three classes, and the gifted specialist must be given one full class period at some point during the week to plan appropriately challenging instruction, gather advanced materials, meet with teacher partners and students, and/or provide small group or individual instruction for gifted students.

Continuation Criteria

A copy of the continuation criteria form will be sent home at the time of initial placement, at the beginning of each school year, and at notice of probationary status.

Continuation Criteria

The State Department of Education regulations and procedures state that continued placement in the program for the gifted shall include satisfactory performance in gifted program classes only and must provide for a probationary period.

The following are applicable to students in the gifted program in Trion City Schools:

- (1) For grades K-12, satisfactory performance in all gifted program classes.
- (2) Satisfactory performance in the gifted class will be based on the recommendation of the teacher of the gifted, with such recommendation to be based on required products, active participation, regular attendance in the gifted program and on any grades assigned in the gifted class.
 - a. Satisfactory performance is defined as a combined average of 85 or above in all gifted program classes with no grades below 70.
 - b. Regular attendance is defined as no more than 5 absences or tardies per semester. Tardy is considered late entry or early withdrawal.
- (3) Continued placement shall consist of the above unless there are compelling reasons requiring special consideration. These compelling reasons must be documented.
- (4) **Probation:** If a student fails to meet the continuation criteria, he/she is automatically placed on probation. Probation may last a minimum of one nine weeks, but no more than one calendar year. Parents will be notified in writing if a student is placed on probation.
- (5) **Withdrawal:** When the terms of probation are not met, a student will be withdrawn from the program. Withdrawal means that the student does not meet with the gifted teacher and does not receive services from the gifted teacher. Parents will be notified in writing of a student's withdrawal from the program.
- (6) **Re-Entry:** A student who is withdrawn from the program may re-enter the Gifted Program after a 180 day period upon referral and meeting the specifications of the continuation criteria. Students who voluntarily withdraw from gifted may re-enter the gifted program provided that all continuation criteria requirements are being met at the time of initiation of services.
- (7) **Parent Notice:** Parents will be notified of probation or discontinuation of services in writing which includes specific criteria or conditions to be met for the student to resume gifted services.

Gifted and Talented Program



Trion City Schools

Program Description

Section 2

Gifted 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.

Trion Elementary School Gifted Curriculum

The gifted program at Trion Elementary School, uses a variety of delivery models to meet the needs of students who have met the Georgia Department of Education criteria as being “gifted”. These models may include Resource, Cluster Grouping, Advanced Content, and Collaborative. Extending on the state adopted Common Core Georgia Performance Standards in Reading, English Language Arts, and Math, and the Georgia Performance Standards in Science and Social Studies, the curriculum focuses on the development of skills such as critical thinking, communication, leadership, research and reference, and technology. Our goal is to create an enriched learning environment that will develop and challenge the gifted and talented students of Trion Elementary School.

Trion Middle School Gifted Curriculum

Trion Middle School provides many opportunities for unusually talented students who meet the criteria for giftedness as defined by the State Department of Education. They meet for one or more fifty-five minute segments per day with a certified teacher of the gifted. Trion Middle School

utilizes the Advanced Content, Resource, Cluster Grouping and Collaborative Models for gifted education.

The Georgia Performance Standards and Common Core Georgia Performance Standards are the academic standards used as units develop and extend skills of these identified gifted students.

A diversified approach with the major emphasis on literature, social studies, and technology is the main focus of this program. By using the Shared Inquiry approach, students learn to cultivate complex ideas by asking questions, sharing opinions, and supporting their ideas with evidence from selections that they have read. The classes learn to consider multiple perspectives of an issue by weighing the evidence presented and by questioning and testing any argument given. In discussions, the students learn to state ideas clearly and fully, to explain and defend concepts, to agree constructively, and to maintain purposeful discussion.

Other subject areas are used as is appropriate to stated objectives and time frames. The scientific method is stressed as a means of problem solving. Critical and creative thinking skills, independent study, and product production are utilized in the classroom. Students are also involved in participatory learning, simulations of real or imaginary life. Some of the major goals of the program include (1) the encouragement of the development and expression of scholarly attitudes and work habits, (2) the development of critical and creative thinking skills through the exploration of unabridged literature, documents and related subjects, (3) the practice of written and spoken expression of ideas using various styles and genres, (4) the nurturing of cooperation, respect and exchange among intellectual peers, (5) the encouragement of a sense of discovery and intellectual risk-taking, and (6) a willingness to “go beyond” themselves.

Trion High School Gifted Curriculum

The Georgia Performance Standards and Common Core Georgia Performance Standards are the academic standards used to develop units with skills enrichment embedded for gifted students.

Trion High School provides a variety of services for students identified as gifted. Once placed in the gifted program, students are eligible for direct services in advanced content classes in all academic areas in all grade levels, including AP Biology, AP Calculus, AP Literature, AP US History, and AP World History. Georgia Virtual School is also utilized for high school students. Trion High School also offers indirect services to gifted students. One of the most popular options for gifted students is participation in the internship program where they work with a mentor to explore professions of interest. These students leave school for two segments per day to go to work and are required to keep logs of learning objectives, time worked and the work to be done.

By offering this wide variety of options, gifted high school students are allowed to make many of their own choices based on their areas of strength and interest.

Curriculum Professional Learning

To insure that gifted teachers and regular education teachers are familiar with the most current curriculum information, Trion City Schools offers a wide variety of professional learning opportunities on campus and by Northwest GA RESA.

These activities are designed to increase subject matter knowledge, improve the use of curricula, instructional strategies, and assessment measures that are appropriate for gifted and talented students.

All teachers are encouraged to learn more about gifted education by participating in the gifted endorsement classes at the school system's cost in order to gain certification in gifted education. Approximately 75% of Trion's staff are certified in gifted education which helps to insure that gifted students are identified and receive appropriate services.