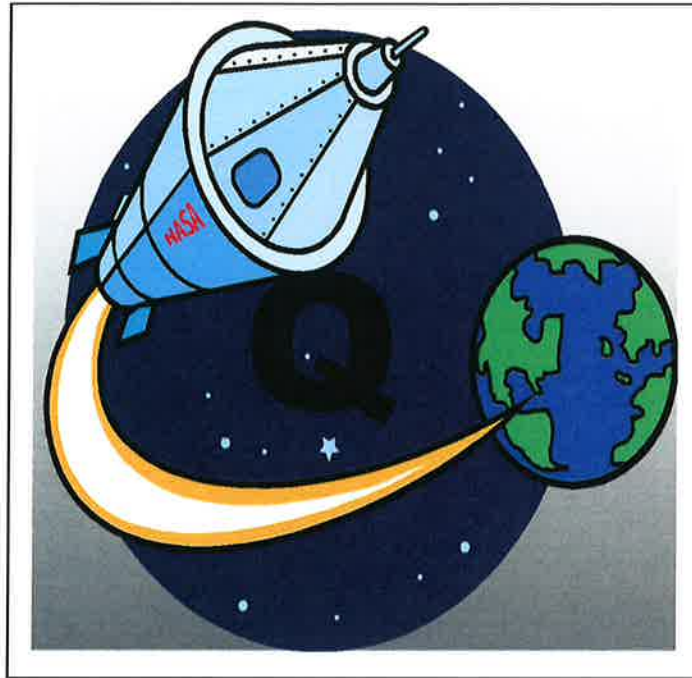


# Coffee County Schools



## Gifted Education Procedures Manual

Coffee County Schools

Douglas, GA

## **TABLE OF CONTENTS**

Administrative Procedures	3
Notification and Information to Stakeholders	3
Referrals	3
Consent for Initial Consideration	6
Eligibility Criteria	6
Continuation Criteria	10
Reciprocity and Transfer Placement	11
Curriculum and Services to be Provided	12
Data Collections	15
Public Review	16
TABS Descriptors	17
Referral Process Flowchart	18

## **ADMINISTRATIVE PROCEDURES GIFTED EDUCATION SERVICES**

### **Purpose**

The Coffee County Board of Education recognizes the need to provide Gifted Education services to students who have the potential for exceptional achievement. These procedures provide 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.

### **Goals**

Gifted Students will:

- Develop advanced research skills and methods
- Develop and practice creative thinking and creative problem-solving skills
- Develop and practice critical thinking and logical problem-solving skills
- Develop advanced communication skills
- Develop an understanding of self and how their unique characteristics may influence interactions with others

### **a) Notification and Information to Stakeholders**

Parents and other stakeholders (students, teachers, administration, community, school-wide, district-wide) will be notified about gifted program services and procedures through a variety of methods: Student handbooks, brochures, PTO meetings, open house orientation, parent conferences, school council meetings at each of the schools, system website and with an assortment of letters and forms for specific purposes. Gifted information is discussed at system wide Parent Advisory Council meetings held in the fall and spring of each year.

### **b) Referrals**

The consideration for gifted education services may be reported or automatic.

### **Reported Referrals**

A student may be referred for consideration for gifted educational services by the classroom teacher, counselor, administrator, special area teacher, parents or guardian, a peer, the student or any other responsible person who has knowledge of the student's abilities.

## **Parent Request for Screening**

Parents may request preliminary screening. If parents wish to make this request they should complete the "Gifted education support Team Parent Request for Screening" (Appendix K).

The gifted eligibility committee will look at all available evidence concerning the student's mental capacity and achievement. The committee may decide that further screening is necessary. If the evidence is insufficient, however, to warrant the complete testing process, the committee may determine that the process be stopped. In this case, parents will be notified by the "Gifted education support Team Notification for Parents" (Appendix L).

## **Automatic Referrals**

Students who score at specified levels on a norm-referenced test (universal screeners) may be referred for further assessment to determine eligibility for gifted program services. Criteria may include the following assessments:

## Considerations for Gifted Automatic Referral Nominations: Elementary

<b>K-1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup>-3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup>-5<sup>th</sup> Grade</b>
<ul style="list-style-type: none"> <li>• <b>Winter:</b> Acadience data-90% in at least 2 areas: DORF; MCOMP; LNF;LSF; PSF;NWF</li> <li>• An original writing sample, completed independently (with no help from the teacher) which shows creative thought and/or exemplary language skills -required</li> <li>• An example of a math task or math constructed response which shows student's ability to think abstractly or to solve a math problem in a unique way- <i>recommended</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Winter:</b> Acadience data-90% in at least 2 areas: DORF; MCOMP; MCAP</li> <li>• <b>Winter:</b> Reading Inventory (RI)-               <ul style="list-style-type: none"> <li>◦ Grade 2: &gt; 650</li> <li>◦ Grade 3: &gt; 820</li> </ul> </li> <li>• An original writing sample, completed independently (with no help from the teacher) which shows creative thought and/or exemplary language skills -required</li> <li>• An example of a math task or math constructed response which shows student's ability to think abstractly or to solve a math problem in a unique way- <i>recommended</i></li> </ul>	<ul style="list-style-type: none"> <li>• Georgia Milestones Assessment System (GMAS)- Students scoring Level 4(Distinguished Learner) in ELA and/or Math</li> <li>• <b>Winter:</b> Reading Inventory (RI)-               <ul style="list-style-type: none"> <li>◦ Grade 4: &gt;940</li> <li>◦ Grade 5: &gt;1010</li> </ul> </li> <li>• Fall Benchmark Data: Students scoring above the 90<sup>th</sup> percentile on reading and/or math</li> </ul>

Referral guidelines and appropriate forms are available from the school's Quest Coordinator. (See Appendix A)

### **Middle School:**

Meet a minimum of 2 out of the 3 following criteria:

- 95% GPA for a 2-year period
- Georgia Milestones Assessment (GMAS)- Students scoring a Level 4-Distinguished Learner in the area of ELA and/or math
- Advance Reading Inventory Lexile for the following grade levels (6th >1070; 7th >1120; 8th >1165)

Once the preliminary selection pool is determined through automatic or referral, additional screeners (Creativity Observation Checklist, Motivation Checklist and Traits, Attitudes and Behaviors {TABS}) will be collected for those students. Utilizing a variety of assessments will help ensure that students have an opportunity to be considered for services, regardless of gender, ethnicity, background, or disability.

All available data will be studied for each student in the preliminary selection pool by the school's Gifted Eligibility Team. The Gifted Eligibility Team must consist of at least one gifted certified teacher, the gifted referral coordinator (grade level counselor) at the school, grade-level teachers, and an administrator. The team will make the decision to move forward with formal testing or stop the process. Based on the evidence presented, the eligibility committee may determine at this time that further testing will not be beneficial and the student will not be considered for service.

### **c) Consent for Initial Consideration**

Parents are notified by letter (See Appendix B) if a student is being considered for gifted education services. Parents must complete a "Consent for Screening" (Appendix C) and a "Biographical Data Sheet" (Appendix D). Students may not 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. The majority of formal testing is conducted in the Spring, however, individual student data is monitored on a consistent basis. The Eligibility Committee reserves the right to make exceptions.

### **d) Eligibility Criteria**

A student must meet eligibility criteria for Gifted Education from State Board of Education Rule 160-4-2.38. Under this rule there are two ways eligibility can be established;

Option 1, the Psychometric Approach: the mental ability test score must be a composite or full scale score of 99<sup>th</sup> percentile for students in grades K-2 and at the 96<sup>th</sup> percentile or higher for students in grades 3-12. In addition, one of the achievement standards described in SBOE Rule 160-4-2-.38: 90<sup>th</sup> percentile total reading, 90<sup>th</sup> percentile total math, 90<sup>th</sup> percentile total achievement test battery, or superior product/performance assessment. No student may qualify on the basis of a mental ability test score alone, even if that score is at the 99<sup>th</sup> percentile.

Option 2, the Multiple-Criteria Approach: The student must be assessed in all four categories. The student may qualify by meeting the standards in any three of the four data categories; mental ability (intelligence), achievement, creativity, or motivation. (At least one must be a nationally-normed standardized test). Under this option, a student must meet eligibility requirements in **three of the four** following areas:

- Mental Ability: 96th percentile on a standardized test of mental ability
- Achievement: 90th percentile in total reading, total math, or total battery section of a standardized achievement battery

- Creativity: 90th percentile / 90th percent on a creativity assessment
- Motivation: 90th percentile / 90th percent on a motivation assessment/ 95 overall GPA for a 2 year period for grades 6-8.

**NOTE:** A rating scale may be used to evaluate creativity or motivation, but not both.

**Note: Evaluations used to determined gifted eligibility have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background within the specified time recommended by the Georgia Department of Education.**

### SECTION III GIFTED EDUCATION ELIGIBILITY CHART

- In option A and B, information shall be gathered in each of the four categories.
- At least one of the criteria must be met by a score on a GaDOE approved nationally normed-referenced test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.

Category	Option A	Option B
	<b>Student must have a qualifying score in the mental ability AND achievement categories.</b>	<b>Student must qualify in <u>three of the four</u> categories.</b>
<b>Mental Ability</b>	<ul style="list-style-type: none"> <li>➤ Grades K-2 99<sup>th</sup>% percentile composite score on a nationally age normed mental ability test</li> <li>➤ Grades 3-12 ≥96<sup>th</sup> percentile composite score on a nationally age normed mental ability test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K- 12 ≥ 96<sup>th</sup> percentile composite OR appropriate component score on a nationally age normed mental ability tests</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>➤ Grades K-12 ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12 ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> <li>➤ Grades K – 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12 ≥ 90<sup>th</sup> percentile on composite score on a nationally normed creativity test</li> <li>➤ Grades K-12 Rating scales used to qualify student creativity must equate to the 90<sup>th</sup> percentile</li> <li>➤ Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages. (See pg. 35-36 for additional information)</li> <li>➤ Grades K-12 Rating scales used to qualify student motivation must equate to the 90<sup>th</sup> percentile</li> <li>➤ Grades K – 12 Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>



The Site Coordinator or other authorized party will administer the appropriate mental abilities, achievement, creativity and motivation tests (See Table 1). Test scores on such instruments will be valid for two years. When a student's score is within one standard error of measurement on a mental abilities test, a second test may be administered.

The Site Coordinator or other authorized party will record all information on the appropriate forms and present to the Coffee County Gifted Eligibility Committee.

## **Gifted Assessments**

### Elementary Assessments

	<b>Mental Ability</b>	<b>Achievement</b>	<b>Creativity</b>	<b>Motivation</b>
<b>Primary Assessment</b>	CogAT-8	SAT-10	TTCT (Figural)	GES-4
<b>Secondary Assesements</b>	TONI-4 NNAT-3	DAB-4 ITBS (E,F,or G)	TTCT (Verbal) SBCSS	SBCSS CAIMI (Remove FY22)

### Secondary-Level Assessments

	<b>Mental Ability</b>	<b>Achievement</b>	<b>Creativity</b>	<b>Motivation</b>
<b>Primary Assessment</b>	CogAT-8	ITBS (E,F,or G)	TTCT	GPA (2 yr. avg)
<b>Secondary Assesements</b>	TONI-4 NNAT-3	DAB-4 PSAT/SAT/ACT	GES-4 SBCSS	GES-4 SBCSS CAIMI (Remove FY22)

\*If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

\*GPA is determined by calculating the average of 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. Grades 6 - 8 require a 95 or higher GPA for two consecutive year periods in ELA, Math, Science, and Social Studies.

## Secondary Assessments

Secondary Assessments may be administered in any of the four areas under the following conditions:

- Students have qualified for services in at least two of the four areas.
- Scores fall within the Standard Error of Measurement in the area(s) where secondary assessment(s) are being considered.

### e) Continuation Criteria (Elementary and Middle School)

The student must maintain satisfactory performance in the gifted program in addition to maintaining satisfactory performance in the regular class. Satisfactory is defined as students meeting 80% of areas assessed on the student's progress report. For students failing to meet continuation criteria:

- A conference will be held between all teachers of the gifted student and the parent, if possible, to determine the reason(s) for the student's unsatisfactory performance. This team will set up goals and/or criteria with interventions in an effort to bring the student back to satisfactory performance. A reasonable timeline for reaching satisfactory performance will be established, not to exceed one nine week grading period (elementary and middle school). If satisfactory performance is not attained by the end of the probationary period, the student may be removed from the program.
- **Withdrawal from the program:** Students who fail to maintain satisfactory performance in the gifted program classes will be withdrawn at the end of the specified probationary period (Appendix I). Parents will be notified in writing when a student is placed on probation and a final review conference will be held prior to a student's withdrawal from the program.

Parents may choose to withdraw the student from the gifted program at the end of a semester at 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 withdraw a student from the Gifted Program may submit a request in writing and sign a "Withdrawal from the program form" (Appendix I).

### Continuation Criteria (High School)

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

- The student must maintain satisfactory performance for each 1/2 unit of credit in a particular Gifted/Honors subject area.
- Students who fail to meet this criteria will automatically be placed on academic probation for the next 1/2 unit of Gifted credit in that area.

If during the **probationary period**, the student fails to maintain satisfactory performance, the student will be placed into a regular academic course.

Parents will receive a "Continuation of Services" letter, at least annually, from the Gifted Education Teachers. No student will be withdrawn from the gifted education program without prior written notification to the parent or guardian.

## **Re-Admittance to the Program**

Parents wishing to re-enroll a student in the Gifted Program may submit a Re-Entry for Gifted Program form for consideration by the school's gifted eligibility committee. (Appendix J). Initial test scores cannot be more than two years old. To re-enter the program, there must be sufficient supporting evidence that the student will be successful in the program (classroom performance, attendance, etc.).

## **f) Reciprocity and Transfer Placement**

Upon receiving current documentation of eligibility, any student who meets the state eligibility criteria for gifted education services is considered eligible to receive services. The system grants reciprocal eligibility to students who have been identified as gifted in Georgia. However, a student transferring in from another school system within the state shall meet the criteria for continuation of services established by the Coffee County Board of Education. There is no mandated reciprocity between states.

**Active Military:** Any student who (1) has been identified as gifted in the school from which the student transferred and (2) the dependent of activity duty military personnel may be placed in the Gifted Program.

**Outside Data** - 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. The gifted eligibility committee shall convene to determine the sufficiency of the scores.

## **Parent Notification of Eligibility Status and Placement**

If a student is determined eligible to receive gifted education services, parents will be notified of eligibility and placement by letter in their home language (Appendix E(1)). Parents must sign and return the letter to the school's gifted site coordinator. Parents will have an opportunity for conference to discuss student eligibility and placement. Information will also be provided to parents concerning type of service to be offered, teaching methods, time allotted for services, objectives designed for students, and the manner of evaluation (Appendix E(2)-Attachment)

If a student is determined ineligible to receive gifted education services, parents will be notified by letter (Appendix F)

Parents of Eligible and Ineligible students will receive a copy of the Coffee County Gifted Eligibility Report (Appendix G)

## **Documentation**

The gifted site coordinator at each school will document the following: the date of the meeting/decision; the committee members present; the names of the students who were considered; the source of the nomination (automatic, teacher, parent, etc.) and the committee's/individual's decisions and rationale for those decisions regarding whether each student who was considered should be referred for formal evaluation. The site coordinator notifies the appropriate parties (e.g., teacher or parent who nominated the student) of the decisions.

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 education teacher.

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

#### **Expectations of Gifted Teachers:**

- Obtain and maintain gifted endorsement
- Plan and teach gifted classes following county guidelines noted below
- Follow Coffee County School System Administrative Procedures in the system manual
- Assist with administration of testing and complete eligibility reports in a timely fashion
- Participate in Eligibility Meetings and follow guidance of the system gifted coordinator.
- Participate in professional learning activities appropriate for gifted students
- Communicate to parents in a timely manner
- Work directly under the supervision of the building administrator
- Understand that gifted teachers are system assigned and may be transferred to another school to meet state and system needs

#### **g) Curriculum and Services to be Provided**

##### **Elementary School Students**

At the elementary level students are served in the Quest Program at their home school campus one day each week. A certified teacher comes to the school on a designated day. During the remaining days of the week the curriculum is modified as necessary to challenge students in regular classrooms. While participating in the program, students will receive a minimum of six segments of instruction per week with certified gifted education teachers. Units of study have been designed to provide differentiated instruction using research based practices to enhance the Georgia Standards of Excellence. The academic standards-based classes have high expectations, a faster pace and more complex curriculum. They offer topics and experiences outside the regular curriculum. A variety of teaching methods are used utilizing a compilation of all the system's resources and materials at the elementary level. Authentic audiences are encouraged, assessment is varied, and self-evaluation is developed.

TABLE 3: Elementary Units	PATTERNS	STRUCTURES	SYSTEMS	CHANGE
	Language Arts	Language Arts	Language Arts	Language Arts
Communicative Arts	From Fluency to Publishing: Creative, Narrative & Expository Writing	From Fluency to Publishing: Persuasive & Journal Writing	From Fluency to Publishing: Persuasive Writing Teach Speech I	From Fluency to Publishing: Persuasive Writing Teach Speech II
Vocabulary	Unit related	Unit Related	Unit Related	Unit Related
Literature	Charlotte's web Cinderella (different versions) Chocolate Fever Anansi Stories Grandfather Tang Dr. Doolittle	Cam Jansen, Mystery Stories, Stories with Holes, You Be the Detective Keep the Lights Burning, Abbie Helen Keller If You Traveled West in a Covered Wagon	From the Mixed Up Files of Mrs. Basil E. Frankweiler Harriet Tubman Children of Colonial Times	Plays written by Shakespeare Who Was Albert Einstein? Island of the Blue Dolphin One Candle
	Science & Social Sciences	Science & Social Sciences	Science & Social Sciences	Science & Social Sciences
Scientific Investigations	Polar Regions and Animals Raptors and Owl Pellet Discovery Patterns of Nature Principles of Flight Peanut Horticulture	C.S.I. Forensic Perspective Communication through the Senses Sea Turtles Elements of Architecture	How the Brain Works and Visual Thinking Cumberland Island Ecosystems Mollusks & Life Along the Seashore	Mummy's Message: An Interact Simulation Aquatic Environments Inventors & Inventions Space and Spin-offs

Social Studies	Australia Japan Plains, Trains, and the White House	Coastal History: Fort Frederica and Lighthouses Georgia's Oldest City: Savannah Westward Expansion: From Lewis and Clark to the Transcontinental Railroad	Oldest U.S. City: St. Augustine Freedom Seekers: Underground Railroad	Ancient Egypt Elizabethan England Atlanta: The Capitol Tolerance Study of Government
Fine Arts	Aboriginal Art Elements of Art Japanese Woodblocks American Impressionism	Architectural Structures Elements of Art Music Appreciation of Historical Periods	Historical Art Periods Faith <u>Ringold</u> & Quilting	Study of Theater
	MATH	MATH	MATH	MATH
Mathematical Thinking	Tangrams Origami/Geometric Shapes Fractions and Measurement Graphing	Codes: An Interact Simulation C.S.I.: Problem Solving and Critical Thinking Geometric Shapes and Patterns Math Maven	Probability : An Interact Simulation Economics	Measurement Data Collection Graphing
Technology	Introduction to basic computer skills	Basic Microsoft Applications	Intermediate Microsoft Applications	Advanced Microsoft Applications

## **Makeup Work for Elementary Gifted Students**

Gifted students are to be held responsible for mastery of the Georgia Standards of Excellence. However, gifted students are to be excused from daily homework assignments/classwork given while attending gifted education classes. Major assignments that students miss due to attendance in a gifted education class will be made up at a time convenient for the teacher and the student within five (5) school days.

## **Middle School Students**

Gifted students in middle school are served through advanced content classes in English/Language Arts and Math, according to identified strengths. Advanced content courses are based on the Georgia Standards of Excellence state curriculum that includes differentiated instructional strategies to present more complex subject matter at an accelerated pace. Students in middle school advanced content classes are expected to go beyond baseline standards and develop the critical thinking, reasoning, and writing skills in core content areas that will ensure academic success during their high school and college academic careers.

## **High School Students (Grades 9-12)**

High school gifted services are provided through honors and advanced placement. Honors courses present more complex subject matter at an accelerated pace based on the Georgia Standards of Excellence. Advanced Placement (AP) courses are the equivalent of a typical college-level introductory course for which students have the opportunity to earn college credit through the AP testing program. Efforts will be made to match students' learning needs and gifted program services.

**Curriculum:** Curriculum is reviewed annually and revised to meet the needs of students.

## **Differentiated Instruction**

Units of study have been designed to provide differentiated instruction using research based practices to enhance the Georgia Standards of Excellence. In a differentiated classroom, teachers differentiate content, process, product, and assessments according to a student's readiness, interest, and learning profile.

## **Multi-Tiered System of Support (MTSS)**

All identified gifted students can be served in the general education MTSS framework. The following information relates to the tiers within the gifted education program. By using instructional interventions, the MTSS framework allows gifted and high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions.

**Table 2: Differentiation Table**

<b>Tier 1</b>	<b>Tier 2</b>
Flexible Learning Groups by Readiness, Interest, Learning Profiles	Gifted Education Cluster Classes
Choice of Books	Gifted Education Collaboration Classes
Homework Options	Tiered Activities and Products
Use of Reading Buddies	Use of Literature Clubs
Various Journal Prompts	Multiple Testing Options
Student/Teacher Goal Setting	Multiple Texts
Varied Pacing with Anchor Options	Alternative Assessments
Work Alone or Together	Subject Advancement within class
Flexible Seating	Curriculum Compacting
Varied Scaffolding	Tiered Centers
Varied Computer Programs	Spelling by Readiness
Design-A-DAY	Varying Organizers
Varied Supplemental Materials	Community Mentorships
Computer Mentors	Stations
Think-Pair-Share by Readiness, Interest, Learning Profiles	Group Investigations
Open-ended Activities	Students are Assessed in Multiple Ways
Explorations by Interest	Student choice in selecting learning activities.
Options for Competition	Simulations
<b>Tier 3</b>	
Advanced Content English/language arts, mathematics, science, and/or social studies courses	Above grade level accelerated English/language arts, mathematics, science, and/or social studies courses
Resource Classes	Advanced Placement Classes
Independent/Directed Study	International Baccalaureate Classes
Socratic Seminars	Internship/Mentorships
	Whole Grade Acceleration

GaDOE Manual, p. 27

**Professional Learning:** Professional Learning is provided throughout the year to improve the quality of instruction and services provided to all students.

#### **h) Data Collections**

The District shall annually collect and maintain data that includes:

- The number of students referred for evaluation for eligibility for gifted education services,
- The number of students determined eligible for services, and
- The number of students actually served during the school year."

Data is archived and retained by subgroups (grade level, gender, and ethnic groups) in the Student Information System. Data is sent by individual schools to the District's Student Information System Director, who inputs it into the system.

**FTE Funding:**

FTE (Full-Time Equivalent) reporting refers to a state funding process that is dependent on a student's enrollment and the educational services provided by the local school district. The Georgia General Assembly determines the base amount of money paid for each FTE student. Gifted Education weight is recorded for each section served on the FTE count day for students who are served in an authorized gifted education model. Section VII of the Georgia Resource Manual for Gifted Education contains information on state FTE funding rates and levels.

**i) Public Review**

Additional information pertaining to gifted education guidelines and procedures may be found by visiting the Coffee County School System and the Georgia Department of Education websites as [www.coffee.k12.ga.us](http://www.coffee.k12.ga.us) and [http://public.doe.k12.ga.us/ci\\_iap\\_gifted.aspx](http://public.doe.k12.ga.us/ci_iap_gifted.aspx)



## TABS Descriptors

<b>PANNING FOR GOLD</b> <b>TABS Descriptors</b>				
The chart includes brief definitions and descriptions of the TRAITS, APTITUDES, and BEHAVIORS (TABS) commonly associated with gifted children. The chart may be helpful in recognizing the potential of students in your classroom.				
<b>MOTIVATION</b> Evidence of desire to learn.  <b>Description:</b> Forces that initiate direct and sustain individual or group behavior in order to satisfy a need or attain a goal. <b>How it may look:</b> <ul style="list-style-type: none"> <li>demonstrates persistence in pursuing/completing self-selected tasks (may be culturally influenced);</li> <li>evident in school or non-school type activities</li> <li>is an enthusiastic learner</li> <li>aspires to be somebody or to accomplish something</li> </ul>	<b>INTERESTS</b> Intense (sometimes unusual) interests.  <b>Description:</b> Activities, avocations, objects, etc., that have special work or significance and are given special attention. <b>How it may look:</b> <ul style="list-style-type: none"> <li>demonstrates unusual or advanced interests in a topic or activity</li> <li>is a self-starter</li> <li>acts in a manner beyond age-group peers</li> <li>pursues activity unceasingly</li> </ul>	<b>COMMUNICATION SKILLS</b> Highly expressive; effective use of words, numbers, or symbols. <b>Description:</b> Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers). <b>How it may look:</b> <ul style="list-style-type: none"> <li>demonstrates unusual ability to communicate verbally, physically, artistically, or symbolically</li> <li>uses particularly apt examples, illustrations, or elaborations</li> </ul>	<b>PROBLEM-SOLVING ABILITY</b> Effective, often inventive, strategies for recognizing and solving problems. <b>Description:</b> Process of determining a correct sequence of alternatives leading to a desired goal or successful task completion. <b>How it may look:</b> <ul style="list-style-type: none"> <li>demonstrates unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working</li> <li>creates new designs</li> <li>is an inventor/innovator</li> </ul>	<b>MEMORY</b> Large storehouse of information on school or non-school topics. <b>Description:</b> Exceptional ability to retain and retrieve information.  <b>How it may look:</b> <ul style="list-style-type: none"> <li>already knows information before it is formally presented</li> <li>needs only 1-2 repetitions for mastery</li> <li>has a wealth of information about school or non-school topics</li> <li>pays attention to details</li> <li>manipulates information</li> </ul>
<b>INQUIRY</b> Questions, experiments, explores.  <b>Description:</b> Method or process of seeking knowledge, understanding, or information. <b>How it may look:</b> <ul style="list-style-type: none"> <li>asks unusual questions for age</li> <li>plays around with ideas</li> <li>Demonstrates extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations</li> </ul>	<b>INSIGHT</b> Quickly grasps new concepts and makes connections; senses deeper meanings. <b>Description:</b> Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error. <b>How it may look:</b> <ul style="list-style-type: none"> <li>demonstrates exceptional ability to draw inferences</li> <li>appears to be a good guesser . . . keenly observant</li> <li>possesses heightened capacity for seeing unusual and diverse relationships</li> <li>integrates ideas and disciplines</li> </ul>	<b>REASONING</b> Logical approaches to figuring out solutions.  <b>Description:</b> Highly conscious, directed, controlled, active, intentional, forward-looking, goal oriented thought. <b>How it may look:</b> <ul style="list-style-type: none"> <li>makes generalizations</li> <li>uses metaphors and analogies</li> <li>can think things through in a logical manner</li> <li>thinks critically . . . comes up with plausible answers</li> </ul>	<b>IMAGINATION / CREATIVITY</b> Produces many ideas; highly original.  <b>Description:</b> Process or forming mental images of objects, qualities, situations, or relationships which are not immediately apparent to the senses. Problem-solving through nontraditional patterns of thinking. <b>How it may look:</b> <ul style="list-style-type: none"> <li>shows exceptional ingenuity in using everyday materials</li> <li>creates wild, seemingly silly ideas, often fluently and flexibly</li> </ul>	<b>HUMOR</b> Conveys and picks up on humor.  <b>Description:</b> Ability to synthesize key ideas or problems in complex situations in a humorous way. <b>How it may look:</b> <ul style="list-style-type: none"> <li>keen sense of humor that may be gentle or hostile</li> <li>sees unusual relationships</li> <li>demonstrates unusual emotional depth</li> <li>demonstrates sensory awareness</li> </ul>

**COFFEE COUNTY SCHOOLS  
GIFTED EDUCATION SERVICES**

**Gifted Referral Process Flowchart**

