



# Gifted Education Handbook

Wayne County

**Wayne County School System  
Administrative Procedures  
Gifted Education Program**

REFERRAL

- A. Teachers of the gifted shall review the results of system wide norm-referenced testing in order to determine which students shall be automatically referred for consideration in the gifted program as outlined in the board policy manual;

OR

- B. Students may be referred for consideration in a gifted program by administrators, teachers, counselors, parents/guardians, peers, self, and other individuals with knowledge of the student's ability (ies). Parents are provided information about the referral process in the student handbook.

ELIGIBILITY DETERMINATION FOR PLACEMENT

- A. Once a student has been referred for formal evaluation, a gifted program teacher will administer an appropriate mental ability, achievement, creativity, or any other test necessary to determine eligibility.
- B. To be eligible for gifted education 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 (for grades 3-12) on the composite or full scale score of a standardized test of the 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.
- C. 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. Any data used in one area to establish a student's eligibility shall not be used in any other data category.
- D. A description of the requirements for placement under Multiple Criteria Eligibility Rule (160-4-2-.38) is shown in Table 1. (See page 3)
- E. Test Information – see chart on following page
- F. Scores are valid for two years.
- G. Second grade spring scores may qualify for placement for 3<sup>rd</sup> grade.

## Tests Used by Wayne County

	Mental Ability	Achievement	Creativity	Motivation
<b>Primary Tests</b>	Cognitive Abilities Test (CogAT)  Naglieri Nonverbal Ability Test – 2 (NNAT2)  Otis-Lennon Ability Test (OLSAT)	Stanford Achievement Test – 10 (SAT10)  Iowa Tests of Basic Skills (ITBS)	Torrance Test of Creative Thinking (TTCT) Form A or B	Renzulli-Hartman Checklists  GPA-Grade Point Average (average of past two years)

**TABLE 1: Georgia Gifted Eligibility Criteria under GBOE Rule 160-4-2.38**

<p><b>Category one: MENTAL ABILITY</b> This category uses:</p> <p><input type="checkbox"/> Standardized mental ability tests meeting criteria</p>	<p align="center">Eligibility criteria:</p> <p><input type="checkbox"/> At or above the 99%ile (K-2) 96%ile (3-12) on the composite or full scale score or appropriate component score</p>
<p><b>Category Two: ACHIEVEMENT</b> This category uses:</p> <p><input type="checkbox"/> Standardized achievement tests meeting criteria</p>	<p align="center">Eligibility criteria:</p> <p><input type="checkbox"/> At or above the 90%ile on total math, total reading, or total core battery.</p>
<p><b>Category Three: CREATIVITY</b> This category uses:</p> <p><input type="checkbox"/> Standardized creativity tests meeting criteria</p>	<p align="center">Eligibility criteria:</p> <p><input type="checkbox"/> At or above the 90%ile on total battery score</p>
<p><b>Category Four: MOTIVATION</b> This category uses:</p> <p><input type="checkbox"/> Grades from regular program, or</p> <p><input type="checkbox"/> Standardized motivational rating scales</p>	<p align="center">Eligibility criteria:</p> <p><input type="checkbox"/> GPA at or above 3.5 (on a 4.0 scale) over previous 2 years or</p> <p><input type="checkbox"/> 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>
<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; student 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>	

## ASSESSMENT CRITERIA

- A. All test scores used to determine eligibility for initial placement shall be current within two years.
- B. Mental ability tests used for determining eligibility shall meet the state criteria as stated in the State Resource Manual for Gifted Education Services.
  - 1. Mental ability tests designed to be administered individually shall be administered by the Wayne County School System psychologist.
  - 2. Students who do not score at or above the 96th percentile, but whose mental ability test scores fall within one standard error of measurement for the test used will be administered a second test, unless the student meets the criteria for the Multiple Criteria Eligibility Rule (160-4-2-.38). When there is evidence to suggest that mental ability scores are not indicative of student's mental aptitude (to be determined by assessor) the assessor has the right to administer a second mental abilities assessment from the approved list of Wayne County assessments.
- C. Achievement tests used for determining eligibility shall meet the state criteria as stated in the State Resource Manual for Gifted Education Services.
- D. Creativity tests used for determining eligibility shall meet the state criteria as stated in the State Resource Manual for Gifted Education Services.
- E. Subjective assessment criteria for achievement, creativity, and motivation used for determining eligibility shall meet the criteria as stated in the State Resource Manual for Gifted Education Services.
- F. Professional judgment should be used in regarding additional testing of students. Factors to be considered include difference between the required score and the obtained score; possibility of detriment to the student's self esteem; and social or developmental factors that indicate the need for additional testing.
- G. Students may be tested only once during each of the following grade level assignments: K-1; 2-3; 4-5; 6-8; and 9-12 unless there are extenuating circumstances that clearly indicate the need for additional testing.

## RELATED INFORMATION

- A. Qualifying student shall be served in grades K-12.
- B. Parents shall be notified in writing that their child is being considered for formal evaluation for the gifted education program. Before the student is singled out for further testing, permission shall be secured in writing from the parent/guardian.
- C. Before proceeding with the testing for placement in the gifted education program, the student must pass a hearing and vision evaluation.
- D. After the student has been evaluated for the gifted education program, the parent/guardian shall be notified in writing of the student's eligibility status by the teacher of the gifted. Written parental/guardian consent for placement in the gifted program is required. Parents shall be given an opportunity for a conference to discuss eligibility and placement if they desire.
- E. The system has developed a continuation policy for the gifted education program. Criteria for continued placement shall include satisfactory performance in regular education and gifted area classes as well as provisions for a probationary period.
- F. Upon entry into the gifted program, criteria for continuation shall be shared with parents via written documentation.
- G. The teacher of the gifted shall complete a program description for each identified gifted student that addresses delivery model, curriculum focus, and hours of contact.
- H. Parents shall be informed when a student's placement is in jeopardy. The probationary period is included in the continuation criteria.
- I. When a student does not meet continuation criteria after a probationary period and is to be withdrawn from the gifted program, the parent or guardian shall be notified in writing.
- J. If withdrawn, a student may reenter the gifted education program upon meeting the specification for the continuation policy for gifted.
- K. A file shall be maintained on each student placed in the gifted education program at the school and central office and shall include:
  - 1. A copy of the data collected during the referral process;
  - 2. A copy of the notification of consideration for the gifted program which was sent to the parents;

3. The eligibility report form/checklist consisting of the child's name, birth date, FTE number, the name of the local education agency, the name of the mental ability test, achievement assessment, creativity assessment, and motivational score used for placement, dates of administrations of tests and assessments, and date of initial referral.
  4. A copy of the notification of placement letter which was sent to the parents;
  5. The parental consent for placement in the gifted education program;
  6. And, if withdrawn, a copy of the continuation/withdrawal form which specifies the reason(s) for withdrawal.
- L. Appeal procedures are specified in the State Board Of Education Policies and Executive Procedures BCAEA, Rule 160-1-3-.04.
- M. The privacy rights of gifted children and their parents/guardians shall be recognized in the same manner as any child's rights are recognized under the Family Educational Rights and Privacy Act, and the regulations promulgated thereto.

### RECIPROCITY

Any student who meets the Georgia Eligibility Criteria and is currently enrolled in a gifted education program in a Georgia school shall be considered eligible for placement in the gifted education program of any school system within the state.

## DELIVERY MODELS

The delivery models described below include those recognized by the Georgia State Department of Education. The Wayne County School System will select from the model(s) that best meets the student's and school needs. For more information, please refer to the Resource Manual for Gifted Education Services.

### **Direct Services**

1. **Advanced Content Class (6-12)**--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.) Advanced Content Classes include:
  - a. Advanced Placement (AP) Courses
  - b. International Baccalaureate (IB) Courses
  - c. Honors Courses

Documentation on these courses is to be developed and maintained by the local board of education and be available for review upon request.

2. **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. 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.

3. **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-level activities; and
5. Means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

### **Indirect Services**

**A. 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.

Information related to planning time and program requirements through the collaborative model is found in the GaDOE Resource Manual for Gifted Education Services.

**B. Mentorship/Internship (9-12)** -- A gifted student works with a mentor to explore a profession of interest. The gifted education specialist maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals. One or two instructional segments per day may be counted at the gifted weight for students participating in a gifted mentorship/internship if an individual student contract documents the work to be done, the learning objectives for the gifted student, the dates and amount of time the student will be participating in the internship/mentorship, the means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products), and the responsibilities of the gifted education teacher and the mentor.

To ensure adequate time for the gifted education specialist to monitor and assist gifted students participating in mentorships/internships, 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 fifteen (15) gifted students for whom he/she is supervising a mentorship/internship experience.

**C. Joint Enrollment/Post Secondary Options** -- High school students may be enrolled in college, university, or technical school courses. Students enrolled in such courses receive both high school and college credits, and this instruction may serve as the gifted instruction local districts are required to provide for qualified students. Note that present rules indicate FTE funding

generated while away from the regular school campus will be awarded to the post-secondary institution. Students served through joint enrollment must meet state regulations for attendance and must be present on the secondary campus for at least three instructional segments. The student must have an individual student contract which shows the reason(s) why he/she needs a more advanced curriculum than any which could be provided on the high school campus, the learning objectives for the gifted student, the dates and amount of time (in segments) the student will participate in the joint enrollment arrangement, and the means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

**D. Approved Innovative Model** --The Georgia Department of Education encourages the development of innovative programs for gifted students that are clearly in accordance with the needs of the community and the philosophy of the district. If a school district desires to implement a gifted program delivery model other than one of the models described above, the district must submit a description of that plan to the Department of Education's Gifted Education Specialist. The plan must clearly describe the rationale for the special model, the goals and objectives for the program, the advanced nature of the curriculum which will be provided to gifted learners, how the model's effectiveness will be evaluated, how FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTE will be generated).

#### REQUEST FOR VOLUNTARY INACTIVE STATUS

Teachers or parents may request a voluntary inactive period for a student by completing the Request for Voluntary Inactive Status form. The person completing the request should have documentation attesting to prior attempts to address identified classroom or program issues before making such a request. This documentation may include conferencing involving the student, parents, teachers and school administrators. Upon receipt of the request for voluntary inactive status, action on the request should be made within 14 school days. The teacher of the gifted shall be the GF Eligibility team leader. The request form requires three signatures to be valid. A request for voluntary inactive status may be granted once during the student's enrollment period. A second request requires an eligibility team meeting to consider continuation in the Gifted Program. A second request of Voluntary Inactive Status may result in full withdrawal from the program which will result in the student re-qualifying to re-enter the program as stated in the continuation policy. A student may be granted voluntary inactive status for one semester during the elementary years (K-5), one semester for middle school years (6-8), and one semester during the high school years (9-12).

### Communication to Parents in Home Language

Teachers of the gifted will utilize the Gifted Education documents provided in a variety of home languages and found in the Special Services State Masters folder on TransAct. These forms may be adapted for local use as needed to better match the program(s) offered in the schools.

### Annual Review and Continuation of Services

Gifted education teachers shall annually review the progress of students enrolled in the gifted program. The Annual Review form should be completed at the end of the school year and is to be included in the student's final report card. 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. 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. 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.

### Annual Report of Testing

At the end of each school year, each teacher will provide to the program coordinator a spreadsheet of data which contains the number of testing referrals by type as well as the number of males and females tested and placed and tested and not placed. This information will be kept on file in the program coordinator's office.

### Gifted Records

Gifted records are maintained at local school sites and should be requested separately from other school records when students are withdrawing or transferring.

### Parent Involvement

Parents are a vital part of any school program's success. Parents will be provided with the opportunity to participate in student activities when possible and will be utilized as a resource for class activities. Parental input as to program activities will be collected by the system. School parent involvement coordinators will assist the teachers of the gifted with parent workshops and opportunities for parents to interact with and view student work.

Program information will be provided to parents through the system website, individual school websites, and through the student handbooks. This program information will include notice of referral procedures as well as other program information.

### Teacher Certification

State guidelines require that full time gifted program teachers and coordinators of gifted services meet professional gifted certification requirements prior to beginning work in gifted education. Advanced Placement Education Services teachers need certification in their appropriate content areas.

### Student Records

Each student tested and placed or tested and not placed will have a record on file at their home school. A student checklist will be completed on each student which will document the procedures followed in testing and ongoing record keeping processes. Copies of student test information will be kept in the student's gifted record

### Outside Test Data

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 student's 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.

### Additional Program Information

Additional program information may be obtained from the Georgia Department of Education's Innovative Academic Program at [http://www.doe.k12.ga.us/ci\\_iap\\_gifted.aspx](http://www.doe.k12.ga.us/ci_iap_gifted.aspx).

Also, program information is available on the system's website – [www.wayne.k12.ga.us](http://www.wayne.k12.ga.us).

Wayne County School System  
Hearing/Vision Screening Results

Students Name \_\_\_\_\_  
(Last, First)

Date of Birth \_\_\_\_ / \_\_\_\_ / \_\_\_\_ School: \_\_\_\_\_

\_\_\_\_\_  
Homeroom Teacher                      Referring Teacher                      Grade

FIRST SCREENING - Tester: Sabra Priester, R. N. - Date: \_\_\_\_\_ / Test Results

Hearing	RT.	1000	2000	4000	500	**Tympanogram	Pass / Fail
Frequencies	LT.	1000	2000	4000	500	**Tympanogram	

at 25 dB

Method if other than audiometer \_\_\_\_\_

Vision Wears glasses? _____	Tested with glasses? _____		
Acuity Far	Near Vision	Plus lens	Muscle
Rt. 20/ _____	Rt. 20/ _____	_____	Balance
Lt. 20/ _____	Lt. 20/ _____	Color	N
Both 20/ _____	Both 20/ _____	_____	F

Method if other than Titmus \_\_\_\_\_

SECOND SCREENING - Tester: Sabra Priester, R. N. - Date: \_\_\_\_\_ / Test Results

Hearing	RT.	1000	2000	4000	500	**Tympanogram	Pass / Fail
Frequencies	LT.	1000	2000	4000	500	**Tympanogram	

at 25 dB

Method if other than audiometer \_\_\_\_\_

Vision Wears glasses? _____	Tested with glasses? _____		
Acuity Far	Near Vision	Plus lens	Muscle
Rt. 20/ _____	Rt. 20/ _____	_____	Balance
Lt. 20/ _____	Lt. 20/ _____	Color	N
Both 20/ _____	Both 20/ _____	_____	F

Method if other than Titmus \_\_\_\_\_

Referred for professional exam? \_\_\_\_ Date notice first sent to Parent/Guardian: \_\_\_\_\_

Parent Name \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Comments/Recommendations

Outcome of Referral

WAYNE COUNTY SCHOOL SYSTEM  
GIFTED PROGRAM  
CONTINUATION POLICY

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 continuation criteria during each grading period.

1. The student maintains satisfactory performance in the regular classroom, indicated by an average grade of at least 80% (a "B" or its equivalent) in each major subject area:

AND

2. The student maintains satisfactory performance indicated by an average grade of at least 80% (a "B" or its equivalent) in the class(es) where gifted services are provided.
3. Any student who fails to meet these continuation criteria (1 and 2 above) will be placed on probation for one entire grading period. At the end of the probationary period, the student's status regarding the continuation criteria will be reviewed. Notice of probationary status will be provided in writing to parents. Prior contact with parents concerning student program status is required prior to probation being applied.
4. Termination may be necessary when the terms of probation are not met or if the continuation policy is not met. Student termination of services will be documented to parents and will include prior discussions of possible termination.
5. Re-entry is provided when the student meets the continuation policy after completion of at least one grading period following termination.
6. If the gifted or regular education teacher feels that there are extenuating circumstances relative to continued placement that should be reviewed, a committee will meet to make that decision. The committee will consist of the student's gifted teacher, regular teacher(s), and parent.
7. In the event gifted program participation appears not to be in the student's best interest, the parent, gifted program teacher, or regular education teacher may submit in writing the reason(s) for the requested change. A student will be on voluntary inactive status for one semester. To reenter, administrative procedures for the gifted will be applied.
8. All criteria used to determine eligibility for placement shall be current within two years.