

**Administrative Procedures**  
**Program for the Gifted**



**Jefferson County Schools:  
Where Inspiration, Innovation, Imagination, and  
Collaboration are the Expectation**

The Georgia State Board of Education passed rule 160-4-2-.38 Education Program for Gifted Students [Code IDDD] allowing the use of multiple criteria in identifying and placing a student into Gifted Education. The guidelines in this manual reflect the current rules and regulations set up by the state and the Jefferson County Board of Education to maintain and effectively meet the needs of gifted learners.

*Revised July 2022; Nov '22*

### **System Procedures for Notification of Stakeholders**

The school system notifies stakeholders at least annually about the gifted program procedures through a variety of ways including the The Bulletin Board on our District website and school handbooks (parents must sign that they have seen the handbook) to insure that all groups – students, parents, teachers, administration, community – at both the system and school level are notified. Documents will be translated in the student’s home language as needed.

### **Nomination/Referral Process**

Teachers, administrators, parents, counselors, peers, self, and others may refer a student for consideration. Those nominating simply contact the gifted resource teacher or pick up a nomination form from any school office or the central office in Louisville. The form asks for information to guide the nomination process. The nominating form can be turned into any school office, the central office or to the gifted resource teacher. The gifted resource teacher handles the gathering of all appropriate information for the student to be considered for the program. The Jefferson County Board of Education prohibits discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background.

A student may be referred or nominated at any given time; however, testing will occur periodically to accommodate the gifted resource teachers’ instructional schedule. Automatic Referrals are based on combination of Georgia Milestones, Reading Inventory (RI), GLOSS, IKAN and/or other local assessments. A decision-making team will consider the information collected on the student referrals and is reviewed by a panel that will consist of at least three people from the following: Gifted Coordinator, Gifted Instructor, Principal, Assistant Principal, and/or Instructional Coaches. The gifted resource teacher will monitor student performance and achievement in collaboration with the regular teachers for each potential student for nomination/referral.

### **Private Student Data from Outside Sources**

Private student data collected from outside sources will be used as a referral for further consideration. The student must meet the requirements set up by the state and the Jefferson County School System.

## **Transfer Students**

### Reciprocity

#### Within State of Georgia

In the case that a qualified gifted student from within the state of Georgia transfers into the Jefferson County School System, the school records clerk will initiate the referral process by notifying the teacher of the gifted. The student will begin gifted services only after former school records have been received and reviewed. Parental permission must be secured before student begins participation.

In the event that records review indicates the student has been mistakenly placed in gifted services, a conference with the parent will be scheduled immediately. The student records and state guidelines will be reviewed at the conference. The parent has the option to refer the student for gifted testing. If a situation of this nature occurs at a time other than the regularly scheduled fall and spring testing, the parent will be encouraged to follow the system-wide appeals process.

#### Out-of-State

A student served by the gifted program in schools out-of-state is also immediately referred for consideration. Students who were identified as gifted in other states or in private schools that do not use Georgia SBOE criteria are not granted automatic eligibility; however, gifted program eligibility in another state or private school should be an alert to school personnel that the student has some exceptional strength(s) that may require special services. Georgia state requirements, however, must be met in order for the student to receive gifted program services within the state of Georgia. 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

#### Data Collection

The Jefferson County Board of Education shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.

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The Jefferson County Board of Education shall evaluate its gifted program every three years using criteria established by the Georgia Department of Education.

### **Automatic Referral**

Automatic Referrals are based on combination of Georgia Milestones, Reading Inventory (RI), GLOSS, IKAN and other local assessments. A decision-making team will consider the information collected on the student referrals. This will then be reviewed by a panel that will consist of at least three people from the following: Gifted Coordinator, Gifted Instructor, Principal, Assistant Principal, and/or Instructional Coaches

Before any additional testing is conducted, parental notification and permission will be obtained. Additional testing is that which is conducted to further determine the needs of the individual.

### **Eligibility and Criteria**

The student is initially eligible to participate in gifted education services as stated in Georgia rule 160-4-2-.38 by meeting the state mandated criteria explained below.

**Option 1:** The student must score 99<sup>th</sup> %ile (K-2) or 96<sup>th</sup> %ile (3-12) on the composite full-scale score of a standardized mental ability test AND meet one of the achievement criteria. No student qualifies based on mental ability testing alone.

**Option 2:** The student must meet the criteria specified in the multiple-criteria assessment process detailed below.

### **Multiple Criteria**

*A student must meet any three of the following four areas.*

#### **1. Mental ability**

A student in grades K-12 must make 96 %ile (by age) on the composite score or appropriate component score. Component scores can only be used with multiple criteria (Option 2) and must meet additional criteria stated in the Georgia Department of Education's Resource Manual for Gifted Education.

#### **2. Achievement**

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A student must score greater than or equal to the 90<sup>th</sup> percentile (by age or grade) on a state adopted or other appropriate standardized Test of Academic Achievement in one of the following areas:

Total Reading

Total Math

Total Battery

**3. Creativity**

A student must score greater than or equal to the 90<sup>th</sup> %ile (by age) on the total battery of a standardized creativity test or a rating scale. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

**4. Motivation**

A student in grades K-12 may meet eligibility by scoring 90<sup>th</sup> percentile on a standardized motivational characteristics rating scale. If a motivation scale is used, a rating scale shall not be used to evaluate creativity.

As evidence of motivation, the eligibility team on behalf of students, will view evidence of outstanding performances made during the two calendar years prior to evaluation. The evidence submitted shall be reviewed by a panel of qualified evaluators.

In grades 6-12, grades (GPA of 90 overall) may be used for the motivation area using the two years of grades prior to the evaluation. GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English / language arts, social studies, and full year world language, if such language study is included in the student's records.

Information will be collected in all four data categories. One criterion **MUST** be met using a score from a nationally normed standardized test. Any data used in one category to establish a student's eligibility may not be used in any other category. Assessment data must be current within two years.

If students meet Option 1 criteria, data in other areas still must be collected. Each student evaluated must have data in all four areas.

**Eligibility Status**

Parents will be notified of eligibility/ineligibility status. Parents will be given an opportunity for conferencing. Parental permission will be requested for the student to participate in gifted education.

### **Testing Instruments**

Jefferson County School System uses the norm-referenced the **Kaufman Brief Intelligence Test (KBIT)** and the **Naglieri Nonverbal Ability Test (NNAT)-3** for testing the mental ability area.

The **Iowa Assessments** and the **Woodcock-Johnson Achievement Test IV** are nationally normed scores that are used for meeting the criteria for eligibility in achievement. If a nationally normed achievement test score is not available, an appropriate achievement test will be administered.

**The Gifted Evaluation Scale-2 (GES-2)** creativity scale or the **Torrance Test of Creative Thinking (TCTT)** will be used to determine eligibility in the area of creativity. If rating scale is used to evaluative creativity, a rating scale is used to rate creativity, a rating scale shall not be used to evaluate motivation.

**The Gifted Evaluation Scale-2 (GES-2)** motivation scale, evidence of outstanding performances, or the student's GPA will be used to determine eligibility in the area of motivation. If a rating scale is used to measure motivation, a rating scale shall not be used to evaluate creativity.

**The K-12 Motivational Performance Score** as defined by the Jefferson County Board of Education.

In the event a student does not meet mental ability AND achievement criteria for placement in the gifted education program, a motivation and creativity checklist will be given to the student's regular education teacher for completion. These documents will be kept on file. No formal assessments will be administered in these areas at that time.

All test scores are valid for 2 years.

### **Continuation of Gifted Services**

In compliance with Board Policy IDDD and Georgia Board of Education rule 160-4-2.38, the Jefferson County Board of Education has established the criteria for continuation of gifted education services. This continuation is dependent on satisfactory student performance in both core academics and in the gifted program. A student must:

- Maintain satisfactory progress in grades K-3, or
- Maintain a minimum average of 80 in each of the core subjects in grades 4-8. The core subjects are reading/language arts, math, science, and social studies, and
- Maintain satisfactory performance in the gifted classroom

If a student's performance does not meet the standards set by the Jefferson County continuation criteria, steps will be taken to notify or meet with the parent/guardian as soon as the issue arises. The teacher of the gifted should document telephone conversations and parent conferences held regarding student performance. It may be determined that in the best interest of the student and the program, a probationary period of nine weeks may be enacted in which a student shall continue to receive gifted education services while attempting to achieve satisfactory performance status.

If a student is withdrawn from the gifted program, then that student may re-enter when he/she once again meets the specifications of this continuation policy. Parents and teachers of the student will be notified of any changes in services.

The teacher of gifted will send parents an **annual review** of each gifted student's performance in the gifted program and will make recommendations for continuation of gifted services. The annual review will also include a description of the type of services offered. Students who are not recommended for continuation will be those who have not met state and locally adopted standards for continuation and have previously been placed on a period of probation.

### **Withdrawal**

The student may appeal withdrawal status to the school principal and gifted resource teacher if the low grades are the result of a death, serious illness, or uncontrollable incident within his/her immediate family. Anytime a student is withdrawn or services are terminated, parents must be offered an opportunity for a conference to discuss the status of their child in regards to the program and next steps to be taken. At any time, a parent may request that the student no longer receive gifted services. Retesting for mental ability and creativity is not required.

### **Make-up Work Policy**

The Georgia State Department of Education has established regulations regarding the identification of gifted students and services provided to meet their needs. Students

placed in the gifted program have met criteria established by state regulations. In order to provide differentiated instruction appropriate for gifted students as mandated, it is necessary to schedule these students to spend a portion of the week in classes with the gifted program instructor(s) and their gifted peers. This scheduling arrangement will at times result in expecting students to do assignments beyond that necessary in regular education classes to demonstrate mastery of a skill or concept. Due to the unique nature of the gifted program and the workload that gifted students will be expected to carry; the following procedures are to be observed:

Gifted students are to be held responsible for mastery of all regular subject materials. However, gifted students may be excused from daily homework assignments given while attending gifted classes depending on the needs of the individual child. Major assignments that students miss due to attendance in a gifted class will be made up at a time convenient for the classroom teacher and the student.

Participating in the gifted program is neither a reward nor a punishment, but it is part of the student's education program. Application of this policy regarding make-up work should reflect this concept.

### **Subject / Grade Acceleration**

In recognition that students of exceptional potential may benefit from acceleration, the superintendent (or designee) will establish Jefferson County procedures which take into consideration the whole child and are consistent with best practices. The following items are deemed critical to successful whole-grade acceleration: academic ability, aptitude, achievement, developmental factors/interpersonal skills, attitude and support. Decisions regarding acceleration are to be determined by the instructional needs of the student. Oversight and implementation of the acceleration process rests with the local school and central office administrator in charge of gifted services.

### **Professional Development for Teachers**

Expectations for teachers of the gifted:

- Obtain and maintain gifted endorsement.
- Plan and teach resource classes following county using integrated units aligned with the Georgia Standards of Excellence (GSE).
- Follow the procedures as outlined in the Jefferson County Gifted Program Administrative Procedures.
- Administer testing and complete eligibility in a timely manner.
- Follow guidance of and communicate frequently with the system gifted administrator.



- Communicate to parents in a timely manner.
- Work directly under the supervision of the building administrator.
- Collaborate with classroom teachers of gifted students.

The Jefferson County School System provides professional learning opportunities that are designed to improve the quality of instruction and services offered to gifted education students. These opportunities include but are not limited to workshops, conferences, and curriculum alignment sessions. The teachers of the gifted are expected to work with and communicate with regular classroom teachers in coordinating classroom work and expectations for the gifted education students. They are also encouraged to share ideas and stretch learning activities for all students as they work with regular education teachers.

### **Family and Community Involvement**

The Jefferson County Gifted Program teachers use various means of communication to inform parents and various community organizations of the activities and events that are taking place within the gifted program (i.e. letters, website, notes, and newspaper articles). An on-going communication is expected between the gifted program teacher and the administration and staff of all schools in the county. The goal is to ensure a positive working relationship between the gifted teacher and the regular education classroom teacher.

### **Jefferson County Schools Gifted Program Description**

#### Grades K-8

#### **Delivery Model: Indirect Services (Collaborative Teaching), Advanced Content, and Cluster Grouping**

Students in grades K-5 will receive direct instruction from the regular classroom teacher who collaborates with a designated gifted teacher. In addition, these students will meet in a designated resource room at each school one full day each week (minimum of five segments per week). Students at each school will be brought to the resource rooms based on configurations to meet state class size guidelines. The resource room teacher will provide direct instruction to identified students.

Students in Grades 6-8 will use advanced content and the cluster group models.

**Curriculum:**

The curriculum will be based on the Georgia Standards of Excellence (GSE) in science and mathematics activities at each grade level as well as the literacy standards in the content areas. Various forms of technology and other resources will be integrated into the activities. The Jefferson County Board of Education reviews and revises, if revisions are needed, the curricula for gifted and talented students at least annually.

Grades 9-12

**Advanced Placement Program:**

Students will be given the opportunity to complete college level courses while still enrolled at Jefferson County High School. Courses utilized in Advanced Placement are courses offered through the College Board's Advanced Placement Program. Students shall be instructed by teachers certified in the appropriate subject area and endorsed by the College Board to teach the course.

**Curriculum Goals**

**LIFE Program: Grades K-8**

The Jefferson County Gifted Program (LIFE) supports the Curriculum Standards for Gifted Students as outlined by the Georgia Resource Manual for Gifted Educational Services. Curriculum objectives shall focus on developing cognitive, learning, research and reference, communication, and meta-cognitive skills at each grade grouping while providing differentiated educational opportunities based on the assessed needs of the students, grades K-8. Differentiation will be used in one or more of the following content areas: mathematics, science, language arts, social studies, and fine arts.

The curriculum is aligned to the Georgia Standards of Excellence (GSE) and includes higher level cognitive skills as applied in mathematics, science, research, language arts, and social studies. These standards are the basis for the curriculum development and create the program's goals. In order to master these goals, students will develop and practice the following:

**Cognitive Processes:**

- Creative thinking
- Problem solving

- Decision-making
- Critical thinking
- Leadership

**Learning Processes:**

- Listening, observing, and perceiving
- Information – gathering
  - Outlining
  - Interviewing
  - Surveying
  - Organizing and analyzing data

**Research and Reference Processes**

- Planning research
- Finding information
- Evaluating information
- Interpreting information

**Communication Processes**

- Prepare and interpret visual communication
- Prepare and interpret oral communication
- Prepare and interpret written communication
- Discussion skills
- Technological skills

**Meta-cognitive Processes**

- Develop curiosity ---ask “why”
- Develop understanding of other’s perspectives
- Seek alternative solutions to problems
- Develop responsibility
- Develop independent work habits
- Develop skills to work collaboratively in an attempt to foster independence

**Search Program: Grades 9-12**

Advanced Placement (AP) courses are available in several areas.