

Towns County School System Gifted Education Administrative Procedures Manual 2025-2026

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Section 1

I. MISSION

The Towns County School System endorses the philosophy that education is a means by which each individual has the opportunity to reach his or her fullest potential. We believe that all students have a right to educational experiences that challenge the level of their individual development. Special programs for gifted students are one outgrowth of this commitment.

Section 2

II. DEFINITIONS and FTE INFORMATION

Definitions

A. Gifted Student: a student who demonstrates a high degree of intellectual and/or creative ability, exhibits an exceptionally high degree of motivation, and/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 (SBOE Rule 160-4-2-.38).

B. Differentiated Curriculum: courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students (SBOE Rule 160-4-2-.38).

C. Panel of Qualified Educators: experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.

FTE Information

Gifted Education is one of nineteen categories of instruction funded through the state's Full-Time Equivalent Funding Formulas. A Full-Time Equivalent (FTE) student is defined as a student receiving six (6) segments of instruction. For state-funded FTE earnings, the count dates are the first Tuesday in October and the first Thursday in March.

Students who are referred during a school year but who are not eligible for gifted services need to be coded for the Student Records Collection that is transmitted in June. The students should have a gifted referral code (example: automatic, etc.) and the gifted eligibility code "4. Referred this school year, but not eligible."

Per the Georgia Archives, the gifted and talented program selection and placement requirements for documentation are the core documentation about the admission criteria and program requirements.

Retention is permanent (LG-06-009

https://www.georgiaarchives.org/records/local_government/schedules/51/P20).

Gifted class sizes are established by the State Board of Education. The current funding ratio for gifted education is twelve (12). The maximum individual gifted education class sizes are listed below.

GIFTED EDUCATION PROGRAM	MAXIMUM CLASS SIZE
Elementary (K-5)	17
Middle School (6-8)	21
High School (9-12)	21

Section 3

III. ELIGIBILITY

State legislation allows school systems to qualify students for gifted education services through SBOE Rule 160-4-2-.38 using the psychometric approach (Option A) or multiple-criteria approach (Option B).

Option A	Option B
<p>Students must have a qualifying score in the mental ability and achievement categories.</p> <p style="text-align: center;"><u>Mental Ability</u></p> <ul style="list-style-type: none"> Grades K-2: 99th percentile composite score on a nationally age-normed mental ability test Grades 3-12: equal to or greater than the 96th percentile composite score on a nationally age-normed mental ability test <p style="text-align: center;"><u>Achievement</u></p> <ul style="list-style-type: none"> Grades K-12: equal to or greater than 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test 	<p>Students must qualify in three of the four categories.</p> <p style="text-align: center;"><u>Mental Ability</u></p> <ul style="list-style-type: none"> Grades K-12: equal to or greater than the 96th percentile composite OR appropriate component score on a nationally age-normed mental ability test <p style="text-align: center;"><u>Achievement</u></p> <ul style="list-style-type: none"> Grades K-12: equal to or greater than 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test Grades K-12: Superior product / performance with a score of greater than or equal to 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators <p style="text-align: center;"><u>Creativity</u></p> <ul style="list-style-type: none"> Grades K-12: equal to or greater than 90th percentile on composite score on a nationally normed creativity test Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile Grades K-12: Superior product / performance with a score of equal to or greater than 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators <p style="text-align: center;"><u>Motivation</u></p> <ul style="list-style-type: none"> Grades 6-12: Two-year average of a 3.5 GPA/NGA on a 4.0 scale in the core subjects of mathematics, ELA, social studies, science, and full-year world languages Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile Grades K-12: Superior product / performance / structured observation with a score of equal to or above 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Students may be determined to be eligible under either approach/option. Information shall be gathered in the four categories of mental ability, achievement, creativity, and motivation for both approaches/options. See *GaDOE Gifted Education Eligibility Chart* in the Appendices.

- All tests shall be the most current editions, or editions approved by GaDOE.
- 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.

A. Psychometric Approach (Option A): Using the psychometric approach, a student must meet the criteria in **both** of the following two areas: mental ability and achievement.

1. Mental Ability: To meet the criteria in mental ability, a student (grades K-2) must score at the 99th percentile or (grades 3-12) at the 96th percentile or greater on the composite or full scale score of a norm-referenced test of mental ability.
2. Achievement: To meet the criteria in achievement, a student must score at the 90th percentile or greater (grades K-12) on the total reading, total math, or complete battery on a nationally normed achievement test.

B. Multiple-Criteria Approach (Option B): Using the multiple-criteria approach, a student must meet the criteria in **any three of the following four areas**: mental ability, achievement, creativity, and motivation.

1. Mental Ability: To meet the criteria in mental ability, a student (grades K-12) must score at the 96th percentile or greater on the composite or appropriate component score on a nationally age-normed mental ability test.
2. Achievement: To meet the criteria in achievement, a student (grades K-12) must score at the 90th percentile or greater on the total reading, total math, or complete battery on a nationally normed achievement test, OR receive a score of 90 or greater on a scale of 1-100 on a superior product/performance evaluated by a panel of three or more qualified evaluators.
3. Creativity: To meet the criteria in creativity, a student (grades K-12) must score at or above the 90th percentile on a nationally normed creativity test, OR score a 90th percentile or greater on a creativity rating scale, OR receive a 90 or greater on a scale of 1-100 on a superior product/ performance evaluated by a panel of three or more qualified evaluators.
4. Motivation: To meet the criteria in motivation, a student (grades 6-12) must have a two-year average of a 3.5 or greater GPA on a 4.0 scale or a 90 percent on a 100 percent scale in core subjects of mathematics, English/language arts, social studies, science, and full year world languages, OR (grades K-12) score 90th percentile or greater on a motivational rating scale, OR receive a score of 90 or greater on a scale of 1-100 on a superior product/ performance evaluated by a panel of three or more qualified evaluators.

Section 4

IV. REFERRAL

The Towns County School System shall ensure that any tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability and shall be nondiscriminatory with respect to race, religion, national origin, gender, disabilities, or economic background.

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

A. Automatic Referral: Students who score in the 90% or higher on a norm-referenced test as defined in the *GaDOE Resource Manual for Gifted Education Services* are automatically referred to the school's Gifted Eligibility Committee for further testing consideration in order to determine eligibility for gifted program services.

B. Reported Referral: A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents/guardians, peers, self, and other individuals with knowledge of the student's abilities. Any referring individual must complete forms pertaining to the student, as provided by the school-level Gifted Coordinator. This information, along with other existing information, including a student's grades and scores, will be gathered by the Gifted Eligibility Committee. The Eligibility Committee will then review all information to determine whether formal gifted evaluation of the student is warranted. The referral form is available as a digital form on the district website (<https://www.towns.k12.ga.us/>) for ease of access.

At the end of the first semester of each year, referrals are reviewed by each school's Gifted Eligibility Committee. The Eligibility Committee at each school site will consist of, at minimum, a school administrator, a gifted teacher, the school-level Gifted Coordinator, a counselor, and a regular education teacher. This team will meet to review student information. As each student's information is reviewed, the outcome will be one of the following decisions. (See the *Referral and Eligibility Process Chart* in the Appendices.)

A. Formal Evaluation: The student will be referred for formal evaluation and/or further data collection. At this point, the team will notify the parent(s)/guardian(s) in writing by sending a *Notification for Consideration/Consent for Evaluation* letter. Parental consent to evaluate must be obtained before further assessment occurs. (See *Notification for Consideration/Consent for Evaluation* in the Appendices.)

OR

B. Formal Evaluation Not Needed: The student information collected thus far does not warrant a recommendation to continue the referral process, and the student remains in the regular program with curriculum adaptations made, if necessary. The student's parent(s)/guardian(s) are notified of the student's ineligibility.

Rule 160-4-2-.38 specifies that a local school system may review test data that was obtained from outside the school system. However, these outside data shall not be substituted for data the school generates during the assessment process. For example, if a student is evaluated by an outside source, such as a private psychologist, a university clinic, etc., the Eligibility Committee may consider those test results as they determine whether to proceed with further assessment, but the outside test data may not be used to determine eligibility for gifted program placement. Any student who meets the state eligibility criteria for

gifted education services shall be considered eligible to receive gifted education services in any school system in Georgia.

Section 5

V. EVALUATION

When the Gifted Eligibility Committee refers a student for further assessment, and after the parent(s)/guardian(s) give consent for testing, the appropriate tests/scales will then be administered in the categories of mental ability, achievement, creativity, and motivation. These assessments will be administered during the second semester of each year.

A. Mental Ability: The Cognitive Ability Test (CogAT) Form 8 is the primary test chosen by the Towns County School System to determine mental ability. If the student's score is within one Standard Error of Measurement (SEM) or three percentiles or less within eligibility on this assessment, the Eligibility Committee may deem it necessary to administer a second evaluation, if further investigation is needed. Options for second measures of ability are the Naglieri Nonverbal Ability Test (NNAT), the Kaufman Brief Intelligence Test (KBIT-2), or the Wechsler Intelligence Scale (WISC-V), which must be administered by the school psychologist. (See *Eligibility Report* in the Appendices.) Members of the Eligibility Committee may recommend that the Naglieri Nonverbal Ability Test (NNAT) be used to measure mental ability for students who are Limited English Proficient (LEP). Other students who have a suspected or documented language disorder or delay, or for whom auditory processing skills seem to be deficient, could also potentially benefit from a nonverbal mental ability test over traditional measures. It shall be left to the discretion of the Eligibility Committee to decide whether or not a student should be administered the Naglieri instead of, or in addition to, the CogAT.

B. Achievement: The iReady test, the NWEA MAP Growth assessment, and the PSAT are the primary tests chosen by the system to be administered to determine achievement. If there are no scores within a two year period available, the Iowa Assessment may be used. Grade norms will be used for these nationally-normed tests. If the student's score is within one Standard Error of Measurement (SEM) or three percentiles within eligibility on this achievement test, then a second assessment, the Stanford Achievement Test 10 (STAT-10), may be administered, based on the Eligibility Committee's ruling. The PSAT and SAT may also be used, as appropriate.

C. Creativity: The Torrance Tests of Creative Thinking (TTCT) is the primary test chosen by the system to be administered to determine eligibility in the creativity category. If the student's score is within one Standard Error of Measurement (SEM) or three percentiles or less within eligibility on this creativity test, then a Gifted Evaluation Scale-4 (GES-IV) may be administered, at the discretion of the Gifted Eligibility Committee. If a scale is used for creativity, then a scale cannot be used for motivation and vice versa.

D. Motivation: In the motivation category, a numeric grade point average (NGA) of at least a 90 percent on a 100-point scale will be used for students in grades 6-12, and for K-5 students as a **second** measure. NGAs 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. The Gifted Evaluation Scale-4 (GES-IV) will be used for K-5 students and as a **second** measure for 6-12 students.

After data has been collected in each of the four eligibility areas, the Gifted Eligibility Committee carefully reviews the data that has been compiled in order to determine a decision. Based upon the formal evaluation data collected, the Eligibility Committee will make one of the following decisions:

1. Ineligible: The student is ineligible for gifted program placement because he/she has not met the criteria established under Rule 160-4-2-.38. When a student is found ineligible, any needed curriculum adaptations should be generated by the Eligibility Committee. The student's teachers should be made aware of these recommendations so that they may be implemented in the student's regular classes. The student's parent(s)/guardian(s) are notified of the student's ineligibility. (See *Notification of Ineligibility* in the Appendices.) An Eligibility Report is also sent to parent(s)/guardian(s) and placed in the student's folder. (See *Eligibility Report* in the Appendices).

OR

2. Eligible: The student is eligible for gifted program placement because he/she has met the criteria established by Rule 160-4-2-.38. If a student is eligible, a *Notification of Eligibility Placement* letter is sent to the parent(s)/guardian(s) asking for written consent before providing gifted education services to the student. A description of services to include delivery model(s), curriculum focus, and the number of segments per week received will also be sent along with the system's continuation policy. (See *Notification of Eligibility/Placement*, *Program Description / Annual Review*, and *Continuation Policy* in the Appendices.)

Progress is reviewed annually for each student receiving gifted education services, and recommendations for continuation of services are made based on the system's continuation policy. The system will provide at least five (5) segments a week (or the yearly equivalent) of gifted education services to students identified as gifted and whose participation has received parental consent. Parent(s)/guardian(s) of the qualified gifted student will receive notification of the types of services that the student will be offered annually. (See *Program Description/Annual Review* in the Appendices.)

Section 6

VI. CONTINUED PARTICIPATION

Criteria for continued placement in Towns County School System's Gifted Program shall include **performance in gifted classes; only performance in gifted classes will affect continuation in the Towns County gifted program**. Failure to meet continuation performance criteria in gifted classes, specifically, may result in probation or discontinuation from the gifted program.

While performance in regular education classes does not affect continued delivery of gifted services, it is expected that students will maintain at least a 70 in regular education classes, as well. Students receiving gifted services whose grades in regular education classes fall below passing will be referred to the school-level Gifted Coordinator in order to develop a remediation plan in order to bring all grades to a passing score. A copy of the system's continuation policy will be given to all parents of students placed in the gifted program. (See *Continuation Policy* in the Appendices).

Performance Criteria in Gifted Classes

1. A gifted student must maintain an 85 average in each class in which the student is receiving gifted services for each semester (one-half of the school year) in order to continue in good standing in the gifted program.

2. If a student has less than an 85 average in any class in which the student is receiving gifted services for a semester (one-half of the school year), then the student shall be placed on probation for the next semester. Students and parent(s)/guardian(s) will be notified of the probationary period. (See *Notification of Probation Placement* in the Appendices.) A student may still be served in gifted education classes during the probationary period. If/when the student meets the criteria of the continuation policy, the student's parent(s)/guardian(s) will be notified. (See *Notification of Probation Successfully Completed* in the Appendices).

3. If the student has less than an 85 average in any class in which the student is receiving gifted services during the probationary period (one semester), a final review will be conducted by the Gifted Eligibility Committee to determine if the student will be discontinued from the Towns County Schools' Gifted Program. The Eligibility Committee may elect to continue the probationary period with detailed goals and a timeline; the Committee may elect to discontinue services in the gifted course or discipline in which the needed score/grade for continuation was not met; or, the Eligibility Committee may elect to discontinue all gifted services if the student's best interest is served in this manner. The student and the student's parent(s)/guardian(s) will be notified of the review and a determination of the discontinuation of gifted services. (See *Notification of Discontinuation of Services* in the Appendices.)

Voluntary Withdrawal from Services

There are circumstances in which a gifted student will voluntarily withdraw from the gifted program. For example, a break in service might occur if a student moves to another state or is withdrawn in order to attend a private or homeschool option. These types of absences from the gifted program may be requested by the student's parent(s)/guardian(s), preferably at the beginning or end of a semester. Likewise, parent(s)/guardian(s) may request to have the student's gifted services reinstated with no penalty, as long as the student was in good standing at the time of the services withdrawal. There will be no need to have the student re-assessed to determine gifted eligibility. However, the Gifted Eligibility

Committee may request specific assessments, if needed, in order to determine which level of gifted course the student should be placed. Students may re-enter the program in August or January.

Re-Entry Criteria

1. Students whose gifted services are discontinued due to unsatisfactory performance in any class in which the student is receiving gifted services may request to re-enter the program at the end of one year (two semesters) if the student meets the criteria in the continuation policy, as determined by the Gifted Eligibility Committee. (See *Change of Status* in the Appendices.)
2. A student shall not be placed on probation more than one time during each grade grouping (K-2, 3-5, 6-8, 9-12). Students failing to meet continuation criteria for a second time may be subject to permanent dismissal from the Gifted Education Program.
3. Re-evaluation of mental ability, achievement, motivation, or creativity is not required for re-entry.
4. Students who have been discontinued from the gifted program will continue to be monitored by the school-level Gifted Coordinator and will be reviewed by the Gifted Eligibility Committee.
5. A request for and determination of re-entry must be made at the beginning of a semester.

Section 7

VII. RECIPROCITY

A. Within the State

Any student who meets the eligibility criteria for gifted services in Georgia may be considered eligible for placement in the gifted program in the Towns County School System. The following procedures apply for a student transferring from another school system in Georgia.

1. A student's parent(s)/guardian(s) must present a valid eligibility report from the previous school system indicating eligibility.
2. If an eligibility report is not presented upon registration, then it must be requested from the previous school system. The student will not enter the gifted program until the eligibility report is received and reviewed by the district Gifted Education Coordinator. Tests and test scores utilized in the eligibility report must meet GaDOE Regulations for the gifted program. Information on a previous eligibility report not meeting the criteria will be rejected.
3. If information on a previous eligibility report is rejected, parental consent for further assessment may be requested. Administrative procedures will then be followed as with an initial referral for gifted.
4. If the transfer student is placed in the gifted program, the Towns County School System's Gifted Continuation Policy will become effective at that time. Continuation policies from other school systems will not apply to the student's status in the gifted program in the Towns County School System. All administrative procedures must be followed, including the system's Notification of Eligibility and Placement and the completion of the Gifted Program Eligibility Report.

B. Out of State

There is no mandated reciprocity between states unless the student is a dependent of active military personnel or is part of a gold-star family (as provided in O.C.G.A. § 20-2-2140 et. seq.). All other transfers from out of state must go through the same identification process as new students to the gifted program.

Section 8

VIII. CURRICULUM AND SERVICES

A. Curriculum

The Towns County School System develops curricula for gifted students that incorporate SBOE-approved standards. Using principles of differentiation, the curricula for gifted students focus on developing cognitive, learning, research and reference, and meta cognitive skills at each grade grouping in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical, and agricultural education. The system makes every effort to match the student's advanced learning needs and interests to the system's programming options. The system reviews and revises, if revisions are needed, its curricula for gifted students at least annually.

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2011). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum (Hall, 2011).

A differentiated curriculum for gifted learners includes the following expectations:

1. Content: Complex and challenging subject matter that:
 - Requires intellectual struggle
 - Utilizes primary documents
 - Integrates research skills and methods
 - Incorporates relevant and real-life experiences
 - Integrates interdisciplinary connections
2. Process: Instructional strategies are designed to:
 - Emphasize higher-order thinking, problem-solving, and communications skills
 - Foster self-initiated and self-directed learning
 - Promote creative application of ideas
 - Model and encourage academic discussion
3. Product: Gifted student products should demonstrate a developmentally appropriate capacity for:
 - Self-directed learning
 - Meaningful collaboration
 - Effective problem solving of challenging and complex issues
 - Effective communication
 - Social and emotional understanding of self, relative to community, culture, and physical environment
4. Environmental: Physical setting and work conditions to:
 - Change the actual place where students work
 - Allow flexible time
 - Provide opportunities for independent study and in-depth research
 - Provide opportunities for mentorship
5. Assessment: Gifted learners need various methods and opportunities to document mastery of curriculum such as:
 - Pre/post tests
 - Self-assessment through rubrics

- Creation of goal-based checklists
- Conferencing, commentary, and qualitative feedback (Cobb, 2012)

B. Services

Delivery models for the Towns County School System Gifted Program are models approved by the Georgia Department of Education (See *GaDOE Gifted Resource Manual*). Progress is reviewed annually for each student receiving gifted education services and recommendations for continuation of services are made based on the system's continuation policy. The system will provide at least five (5) segments a week (or the yearly equivalent) of gifted education services to students identified as gifted and whose participation has received parental consent. Parent(s)/guardian(s) of the qualified gifted student will receive notification of the types of services that the student will be offered annually. (See the *Program Description/Annual Review* in the Appendices.)

The needs of gifted students vary widely; therefore, an array of instructional modification options should be available for all grade levels and content areas. Presently, varied delivery models are utilized in the Towns County School System's Gifted Program. The system has established criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes at each school site. The placement and grouping of identified gifted students is an individual school-based decision and may vary according to each student's needs and resources. The school superintendent signs the Gifted Assurances Form annually to confirm the validity of the gifted service delivery models used.

Elementary School	Middle School	High School
<p>a. AdvancedContent / Honors (K-5) - Enrollment criteria and syllabi must be on file.</p> <p>(1.) English/Language Arts</p> <p>(2.) Mathematics</p> <p>b. *Cluster Grouping</p> <p>c. Resource Class</p> <p><i>*Gifted students in the cluster grouping model are limited to two service segments as specified in the GaDOE Gifted Resource Manual.</i></p>	<p>Advanced Content / Honors - Enrollment criteria and syllabi must be on file.</p> <p>(1.) English/ Language Arts (6th and 7th)</p> <p>(2.) Mathematics (6th and 7th)</p> <p>(3.) English I and Algebra I (8th)</p>	<p>a. Advanced Content / Honors (9-12) - Enrollment criteria and syllabi must be on file.</p> <p>(1.) English I - English IV</p> <p>(2.) Algebra I, Geometry, Algebra II, Precalculus</p> <p>(3.) Physical Science, Biology, Chemistry, Physics</p> <p>(4.) Civics, World History, US History</p> <p>b. *Cluster Grouping</p> <p><i>*Gifted students in the cluster grouping model are limited to two service segments as specified in the GaDOE Gifted Resource Manual.</i></p>

Acceleration To The Next Grade Level

In the event that a gifted student's parent(s)/guardian(s) request that their child be considered for acceleration to the next grade (K-8), the request will be submitted to the Gifted Eligibility Committee.

These requests will only be considered in the Spring semester for the next (upcoming) school year. The student will be evaluated for this consideration if the student has been in the gifted program in excellent standing for at least one school year. Furthermore, the student must have the testing and other criteria as determined by the Iowa Acceleration Scale or its equivalent. The Gifted Eligibility Committee, with the additions of the student's current teachers, the administration of school(s) into which the student may be accelerated, and the district Gifted Coordinator, will evaluate all data for the particular student.

High school students must earn the required number of credits to be promoted to the next grade level as described below.

10th Grade	11th Grade	12th Grade	Graduation
7	14	21	28

Section 9

IX. PROFESSIONAL DEVELOPMENT

The Towns County School System provides opportunities for high quality professional development programs and effective activities to improve the quality of instruction and services provided to gifted education students, including mentoring teachers and other program personnel, as it relates to the Gifted Education Program. The system promotes participation of gifted education specialists and general education teachers in professional development activities designed to increase subject matter knowledge, improve the use of curricula and instructional strategies, and promote assessment measures that are appropriate for gifted and talented students through the use of the local RESA, NAGC/GAGC webinars and trainings, PLC meetings, and vertical meetings within each school, from school to school, and for the entire system.

Section 10

X. DATA COLLECTION AND EVALUATION

A. Collection: The Towns County School System shall collect, maintain, and archive statistical data on:

1. The number of students referred for evaluation of eligibility for gifted education services by grade level, gender, and ethnic group.
2. The number of students determined eligible for services by grade level, gender, and ethnic group.
3. The number of students actually served during the school year by grade level, gender, and ethnic group.
4. These data shall be archived and maintained by subgroups.

B. Evaluation: The Towns County School System shall evaluate its gifted program at least every three years using criteria established by GaDOE.

Section 11

XI. PUBLIC AND GaDOE REVIEW

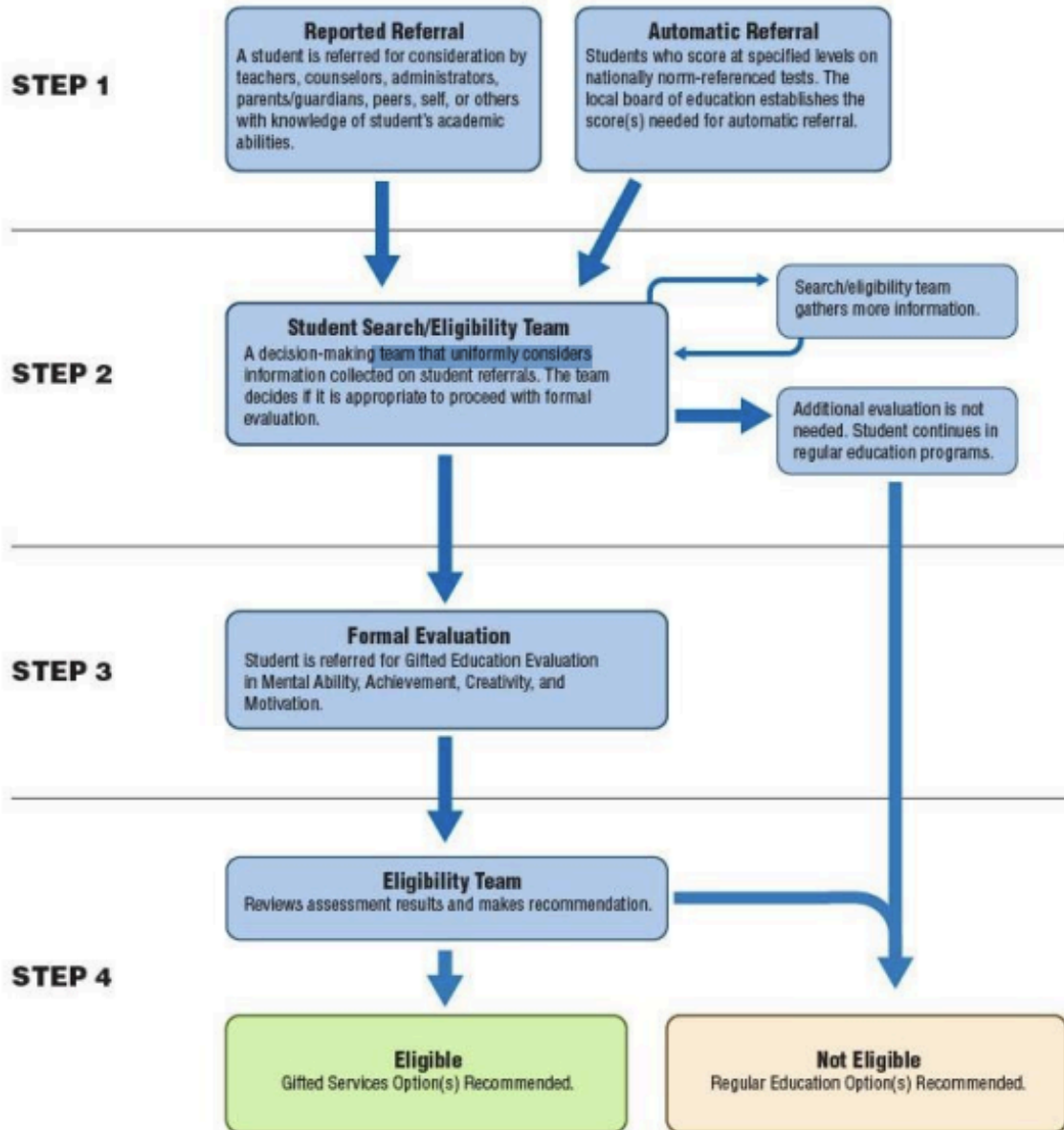
The Towns County School System shall make available for review by the public a copy of its administrative procedures for the operation of its gifted education program and the system's gifted education curricula through the system's district website. The Towns County School System shall also make available for review by the GaDOE the operation of its gifted education program and the system's gifted education curricula through an electronic copy.

The Towns County School System adheres to federal laws prohibiting discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background.

Section 12

Section IV: Referral and Eligibility Process

Referral and Eligibility Process Chart



Towns County School System Gifted Program Reported Referral (Part 1)

Student Name:	School:	Grade:
Date:	Your Name:	Relationship to Student:

After completing both referral forms, please attach any work samples that reflect student ability, achievement, creativity, and/or motivation.

1. Why do you feel that the student should participate in the gifted program?	
2. Tell about this student's talents or things he or she is good at doing. Include any private lessons taken by the student.	
3. Tell about this student's interests or things he or she likes to do.	
Date:	Signature:

Towns County School System Gifted Program Reported Referral (Part II)

Student Name:	School:	Grade:
Date:	Your Name:	Relationship to Student:

Read each statement carefully and write the appropriate rating as described below next to each statement.

Please list any specific observations. Use the back of this paper if necessary.

1 = Seldom or Never Observed, 2 = Occasionally Observed,

3 = Most of the Time Observed, 4 = Almost Always Observed

Statement	Rating	Statement	Rating
Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression		Displays a great deal of curiosity about many things; is constantly asking questions	
Possesses a large storehouse of information about a variety of topics (beyond the usual interests of students his/her age)		Recognizes and responds to subtle humor; recognizes humor in situations where others might not	
Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions		Uses materials in original ways	
Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences in events, people, and things		Prefers to work independently; may not be a good group member	
Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others		Elaborates on ideas from others; uses these as a jumping off point as opposed to copying them	
Learns independently; requires little direction from teachers		Needs only 1-2 repetitions for mastery; dislikes constant drilling	
Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion; sometimes difficult to get him/her to move on to another topic		Tends to assume leadership in activities	
Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things		Sets high expectations of self; often is a perfectionist	
Behaves individualistically; does not fear to be different		Displays outstanding ability or potential in such areas as art, music, or drama	
Offers unusual or unique responses		Prefers complex ideas; discusses abstract ideas	
		Total:	

Gifted Education Eligibility Chart

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

Category	Option A	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in <u>three of the four</u> categories.
Mental Ability	<p>Grades K-2: 99th percentile composite score on a nationally age-normed mental ability test</p> <p>Grades 3-12: equal to or greater than 96th percentile composite score on a nationally age-normed mental ability test</p>	Grades K-12: equal to or greater than 96th percentile composite OR appropriate component score on a nationally age-normed mental ability test
Achievement	Grades K-12: equal to or greater than 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	<p>Grades K-12: equal to or greater than 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</p> <p>Grades K-12: Superior product/performance with a score of equal to or greater than 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</p>
Creativity	Evaluation data required	<p>Grades K-12: equal to or greater than 90th percentile on composite score on a nationally normed creativity test</p> <p>Grades K-12: Rating scale used to qualify student creativity must equate to the 90th percentile or greater</p> <p>Grades K-12: Superior product/performance with a score of equal to or greater than 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</p>
Motivation	Evaluation data required	<p>Grades 6-12: Two-year average of a 3.5 GPA/NGA on a 4.0 scale in the regular core subjects of mathematics, ELA, social studies, science, and full year world languages (This should be the top 10% of the core courses listed)</p> <p>Grades K-12: Rating scale used to qualify student motivation must equate to the 90th percentile or greater</p> <p>Grades K-12: Superior product/ performance/ structured observation with a score of equal to or greater than 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</p>

Towns County School System Gifted Program Eligibility Report

Date: _____

Eligible for Services: _____ Not Eligible for Services: _____

First Name:	Middle Name:	Last Name:
Grade:	Date of Birth:	School:
Gender:	Ethnicity:	School Year:

Referral Type (Circle one) Automatic Referral / Reported Referral	Reported referral reported by:
Student Type (Circle one) Continuing student/ Out of state transfer/ In-state transfer	

Mental Ability	Achievement	Creativity	Motivation
Cognitive Ability Test (CogAT) (N) / <i>Date:</i> _____ V__ Q__ NV__ C__ Naglieri (N) / <i>Date:</i> _____ Total: _____ Weschler Intelligence Scale III (N) / <i>Date:</i> _____ FS: _____ Other: _____ <i>Date:</i> _____ Percentile score: _____	iReady Test / <i>Date:</i> _____ R__ M__ NWEA MAP Growth <i>Date:</i> _____ R__ M__ Iowa Assessments or Stanford Achievement (N) <i>Date:</i> _____ NPR __ RT__ MT__ PSAT (N) / <i>Date:</i> _____ R__ M__ T__ SAT (N) / <i>Date:</i> _____ R__ M__ T__ Other: Product / Performance Panel: Outcome: _____	Characteristics Rating Scale <i>Date:</i> _____ Percentile score: _____ Torrance Test of Creativity <i>Date:</i> _____ Composite Score: _____ Renzulli's CTC <i>Date:</i> _____ Composite Score: _____ Product / Performance (Panel) / <i>Date:</i> _____ Score: _____ Other: _____ <i>Date:</i> _____ Outcome: _____	Characteristics Rating Scale <i>Date:</i> _____ Percentile score: _____ Product / Performance (Panel) / <i>Date:</i> _____ Score: _____ NGA (6-12)/ <i>Date Reviewed:</i> _____ Yr. I _____ Yr. II _____ GPA (6-12) <i>Date Reviewed:</i> _____ Yr. I _____ Yr. II _____
<i>Criteria: (if met, circle percentile met)</i> 96% or greater 99%	<i>Criteria: (if met, circle percentile met)</i> 90%ile or greater 90 or greater	<i>Criteria: (if met, circle percentile met)</i> 90%ile or greater 90 or greater	<i>Criteria: (if met, circle percentile met)</i> 90%ile or greater 90 or greater 3.5 or greater
<i>Circle if qualified in area:</i> No Yes	<i>Circle if qualified in area:</i> No Yes	<i>Circle if qualified in area:</i> No Yes	<i>Circle if qualified in area:</i> No Yes

<input type="checkbox"/> Not Eligible <input type="checkbox"/> Eligible through multiple criteria <input type="checkbox"/> Eligible through mental ability 96%ile or higher <input type="checkbox"/> Eligible by 99% mental ability (composite only) plus achievement (Grade K-2) <input type="checkbox"/> RECIPROCITY data from another Georgia County	Eligibility Committee Members:
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TOWNS COUNTY SCHOOL SYSTEM GIFTED PROGRAM
NOTIFICATION OF CONSIDERATION AND PERMISSION TO EVALUATE

Date: _____

Dear Parent(s)/Guardian(s) of _____:

Your child is being considered for the gifted program. This consideration is based upon the following:

☐ Existing test scores
☐ Referral by _____

To determine eligibility, the Gifted Eligibility Committee needs your consent to proceed with the formal evaluation process as established by the Georgia Department of Education. Students are evaluated in the areas of mental ability, achievement, creativity, and motivation. Students must meet the State requirements in three out of these four categories.

After the school system receives the scores, you will be notified in writing of your child's eligibility status and service recommendations. You will be given an opportunity to discuss this status and these recommendations at that time.

This process is an opportunity for the school to determine your child's special needs and serve him/her appropriately. If you have any questions, please contact the district Gifted Education Coordinator, Brooke Whitt, at 706-896-4131 ext. 1025. If you have questions for the specific school-level Gifted Coordinator, please reach out to the following:

- Elementary Gifted Coordinator, Jessica Wade, 706.896.4131 ext. 3206
- Middle School/High School Gifted Coordinator, Ken Camp, 706.896.4131 ext. 1206

Sincerely,
 Gifted Eligibility Committee

Please indicate your response by signing, dating, and returning this to your child's teacher.

_____ Yes, I do agree for this evaluation to proceed.

_____ No, I do not agree for this evaluation to proceed.

_____/_____
 Parent/Guardian Signature Date

**TOWNS COUNTY SCHOOL SYSTEM GIFTED PROGRAM
NOTIFICATION OF ELIGIBILITY / PLACEMENT**

Date: _____

Dear Parent(s)/Guardian(s) of _____:

Your child has been determined to be eligible for placement in the gifted program. After receipt of your signed consent, services will begin on _____.

Enclosed is a copy of a program description which includes delivery models, curriculum focuses, and the hours of contact. A copy of the criteria for continued placement in the program for the gifted is also enclosed. Your child's progress in the program shall be reviewed annually, along with a determination of continuation in the program. You will be informed in writing should your child's continued placement needs to be reviewed. If it is determined that your child is to be withdrawn from the gifted program, prior notice will be given. Should you desire a conference to discuss this matter further, please contact the district Gifted Education Coordinator, Brooke Whitt, at 706-896-4131 ext. 1025. If you have questions for the specific school-level Gifted Coordinator, please reach out to the following:

- Elementary Gifted Coordinator, Jessica Wade, 706.896.4131 ext. 3206
- Middle School/High School Gifted Coordinator, Ken Camp, 706.896.4131 ext. 1206

Please indicate below your decision concerning your child's enrollment in the program for gifted services by signing and returning this form to your child's teacher.

Sincerely,
Towns County Gifted Eligibility Committee

_____ I do agree with placement in the program for gifted services.

_____ I do not agree with placement in the program for gifted services. I do understand that if I agree, services will commence on _____.

_____/_____
Signature of Parent(s)/Guardian(s) Date

**TOWNS COUNTY SCHOOL SYSTEM GIFTED PROGRAM
NOTIFICATION OF INELIGIBILITY**

Date: _____

Dear Parent(s)/Guardian(s) of _____:

According to the Georgia Department of Education guidelines, your child does not currently meet the eligibility requirements for the gifted program, and further evaluation is not needed at this time. Your child's scores are included.

Please encourage your child to continue the excellent academic achievement that contributed to the original decision to refer him/her for consideration.

If you desire a phone conference or an appointment to discuss this decision, please contact the district Gifted Education Coordinator, Brooke Whitt, at 706-896-4131 ext. 1025. If you have questions for the specific school-level Gifted Coordinator, please reach out to the following:

- Elementary Gifted Coordinator, Jessica Wade, 706.896.4131 ext. 3206
- Middle School/High School Gifted Coordinator, Ken Camp, 706.896.4131 ext. 1206

Sincerely,
Towns County Gifted Eligibility Committee

**Towns County School System Gifted Program
Student Program Description and Annual Review**

Name of Student:	Date:
Grade:	School Year:

Delivery Model	
Curriculum Focus	
Assessment(s)	
Segments of Contact	

_____ Initial Placement Service will begin: _____

_____ Continue Placement

_____ Probationary Placement

Recommendation for Probationary Period:

Prepared by: _____

Position: _____

Contact information: _____

TOWNS COUNTY SCHOOL SYSTEM GIFTED PROGRAM CONTINUATION POLICY

According to the *Georgia Department of Education Gifted Program Regulations and Procedures*, the performance of students receiving gifted education services will be evaluated on a regular basis. A student who is officially placed in the Towns County Gifted Program will continue to receive gifted education services, provided the student meets the following continuation criteria:

- Satisfactory Performance – Gifted Education Classes: Satisfactory performance in the gifted education classes shall be based on the student maintaining an 85 semester average in **each** class in which the student is receiving gifted services.

Additionally, while a student will continue to receive gifted services based on his/her performance in gifted education classes, students are also expected to maintain satisfactory performance in the regular classroom. A student receiving gifted services whose grade falls below a 70 average in regular education classes will be expected to meet with the school-level Gifted Coordinator in order to create a remediation plan in order to bring his/her grades to at least a 70 by the end of the semester. While poor performance in regular education classes does not jeopardize enrollment in gifted classes or interfere with gifted services, the goal is to help the student perform at his/her highest level of academic ability. Therefore, performance in regular education classes is reviewed at each progress report, along with performance in classes offering a gifted delivery model.

When a student's performance is deemed unsatisfactory in **any** gifted class, a referral shall be made to the Gifted Eligibility Committee for probation. In the event that a student is found not to meet the continuation criteria and is placed on probation, the following steps will be taken:

1. The student will be referred to the Gifted Eligibility Committee for appropriate interventions. Parents will be notified in writing that the student will be given a probationary period of at least one calendar semester. A student who is on probation will be provided with individualized recommendations of improvement, which will be monitored by the gifted and regular education teachers who serve the student.
2. The student shall continue to receive gifted education services during probation while receiving the services of the Gifted Eligibility Committee and attempting to achieve satisfactory performance status.
3. The Gifted Eligibility Committee will review the student's progress at the end of the probationary period and determine the student's further academic needs. If the student has less than an 85 average in any class in which the student is receiving gifted services during the probationary period (one semester), a final review will be conducted by the Gifted Eligibility Committee to determine if the student will be discontinued from the Towns County Schools' Gifted Program. The student, parent(s)/guardian(s), gifted teacher(s), other teacher(s), Gifted Coordinator, and administrators involved will be invited to attend the review before services are discontinued.
4. The Eligibility Committee may elect to continue the probationary period with detailed goals and a timeline; the Committee may elect to discontinue services in the gifted course or discipline in which the needed score/grade for continuation was not met; or, the Eligibility Committee may elect to discontinue all gifted services if the student's best interest is served in this manner. The student and the student's parent(s)/guardian(s) will be notified of the review and a determination of the discontinuation of gifted services.

5. A student who has gifted services discontinued may re-enter the gifted program after a period of one year at the discretion of the Gifted Eligibility Committee, to ensure the student's performance met the criteria in the continuation policy during the duration of discontinued services.

6. A student shall not be placed on probation more than one time during each grade grouping (K-2, 3-5, 6-8, 9-12). Students failing to meet the Gifted Education Program continuation criteria for a second time may be subject to continued probation in future grade levels.

7. Students/parents voluntarily choosing not to take gifted classes must re-enter the program at the status in which he/she left (i.e. good standing, probation, etc.) and at the beginning of a semester (August or January).

TOWNS COUNTY SCHOOL SYSTEM GIFTED PROGRAM
PROBATION PLACEMENT

Date: _____

Dear Parent(s)/Guardian(s) of _____:

According to the rules and regulations specified in Towns County School System's Gifted Program Continuation Policy, students must maintain satisfactory performance in **each** gifted class in order to continue gifted services. Your child has not met the essential requirements for the gifted program for one semester and therefore is being placed on probation. Your child will continue to receive gifted services during this time of probation.

Reason(s) for probation placement:

If your child does not meet the criteria in the continuation policy by the end of the probation period (one semester), your child's gifted services will be discontinued for twelve months. After the twelve months are complete, you and/or your child may request a review to reenter the gifted program. The Gifted Eligibility Committee will convene and review the student's progress during the time of discontinued service and make a determination of discontinuation of services or reinstatement of services. If you have any questions or desire a conference concerning this decision, please contact the district Gifted Education Coordinator, Brooke Whitt, at (706) 896-4131 ext. 1025. A copy of the Towns County School System's Gifted Program Continuation Policy is included.

Sincerely,
Gifted Education Coordinator
Gifted Eligibility Committee

TOWNS COUNTY SCHOOL SYSTEM GIFTED PROGRAM
PROBATION SUCCESSFULLY COMPLETED

Date: _____

Dear Parent(s)/Guardian(s) of _____:

We are pleased that your child, _____, has met the terms of the Towns County School System's Gifted Program Continuation Policy and is no longer on probation for gifted services eligibility. We hope that the improved work habits and performance demonstrated throughout the probationary period will continue so that your child's gifted program placement will not again be placed in jeopardy.

Please remind your son or daughter of the importance of

1. keeping up with assignments daily, and
2. going to his or her teachers for additional help at the first indication of academic problems.

Our goal is to help your student avoid the unsatisfactory performance that led to this probation and to ensure his/her future academic success.

For your reference, Towns County School System's Gifted Program Continuation Policy is included. Thank you very much for the support you have shown for the school and for your child. Working together, we can certainly expect to see continued success.

Sincerely,
Gifted Education Coordinator
Gifted Eligibility Committee

TOWNS COUNTY SCHOOL SYSTEM GIFTED PROGRAM
DISCONTINUATION OF SERVICES

Date: _____

Dear Parent(s)/Guardian(s) of _____:

According to the rules and regulations specified in the Towns County School System's Gifted Program Continuation Policy, students must maintain satisfactory performance in **each** gifted class of service in order to continue in the Gifted Program. Your child has not met the essential requirements for the gifted program for two semesters. Gifted services will be discontinued effective _____.

Reason(s) for discontinuation of services:

Your child may be considered for reinstatement of gifted services after a period of one year (twelve months) and upon meeting the continuation criteria for gifted services during this period of time, based on the Gifted Eligibility Committee's review. For your future reference, Towns County School System's Continuation Policy is included.

Sincerely,
Gifted Education Coordinator
Gifted Eligibility Committee

TOWNS COUNTY SCHOOL SYSTEM GIFTED PROGRAM
CHANGE OF STATUS

Name _____
School _____

Date _____
Grade _____

WITHDRAWAL FROM PROGRAM

Date of Change: _____

_____ Moved out of county or state _____ (specify)
_____ Now attending private school or other agency _____ (specify)
_____ Temporarily inactive- This student is temporarily leaving the gifted program, but not due to probation. This student will remain enrolled in the program but on inactive status. Reasons and anticipated duration for temporarily inactive status:

_____ Services discontinued (Parent received letter)
_____ Parents fully withdrawing student (Parent letter filed)

RE-ENTRY

Date of Change: _____

_____ Student re-entering school system
_____ Grade level(s) of student when placed on probation
_____ Student re-entering gifted program

Students re-entering Towns County School System or re-entering the system's gifted program must re-enter the gifted program at the status in which the withdrawal took place. Students may re-enter with no penalty, but should reenter at the beginning of a semester (August or January). Students must meet the system's continuation policy before gifted services can be reinstated. A student shall not be placed on probation more than one time during each grade grouping (K-2, 3-5, 6-8, 9-12). This does not apply to students who are temporarily inactive.

Gifted Education Coordinator

Code: IDDD

160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS.

(1)DEFINITIONS.

- (a)Differentiated Curriculum - courses of study in which the content, teaching strategies,and expectations of student mastery have been adjusted to be appropriate for gifted students.
- (b)Georgia Department of Education – (GaDOE) the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.
- (c)Gifted Student - a student who meets the eligibility criteria as identified in this rule and as defined in the GaDOE Resource Manual for Gifted Education Services.
- (d)Local Board of Education (LBOE) – agency charged with adopting policies to govern educational entities within the local educational agency.
- (e)Local Educational Agency (LEA) – local school system pursuant to LBOE control and management.
- (f)Panel of Qualified Evaluators - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.
- (g)Qualified Psychological Examiner - a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.
- (h)State Board of Education (SBOE) – the constitutional authority which defines education policy for public K-12 education agencies in Georgia

(2)REQUIREMENTS.

(a)Notification. The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:

- 1.Referral procedures and eligibility requirements adopted and applied by the LEA.
- 2.Notification of initial consideration for gifted education services.
- 3.Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.
- 4.The type(s) of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.
- 5.Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.
- 6.A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description shall include the length of the probationary period and the criteria.
- 7.Termination of services when students on probation have failed to meet criteria for continuation of services.

(b)Referrals. The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services*.

1.Reported Referral. A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities.

2.Automatic Referral. Students who score at specified levels on a norm-referenced test as defined in the *GaDOE Resource Manual for Gifted Education Services*, for further assessment to determine eligibility for gifted program services.

(i) The LBOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.

(ii) The LBOE shall ensure that tests or procedures used in the referral process and to

determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students and shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.

(c) Consent. The LEA shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. The LEA shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services.

(d) Eligibility. The LBOE shall adopt eligibility criteria that are consistent with this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.

1. To be eligible for gifted education services, a student must either (a) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a norm-referenced test of mental ability and meet one of the achievement criteria described in paragraph (2)(d) 5.(ii) Achievement, **OR** (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation.

2. To be eligible for gifted education services, a student must meet the criterion score on a norm-referenced test and either has observational data collected on his or her performance or produce a superior product as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.

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

4. Any data used in one area to establish a student's eligibility shall not be used in any other data category.

5. Data shall be used for eligibility in the four areas according to the following:

(i) 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 the *GaDOE Resource Manual for Gifted Education Services*, on a norm-referenced test of mental ability.

(I) Mental ability tests shall be the most current editions, or editions approved by GaDOE, of published tests that measure intelligence or cognitive ability, which have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

(ii) Achievement. Students shall score at or above the 90th percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test or have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified evaluators.

(I) Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Performances and products shall be assessed by a panel of qualified

evaluators and must have been produced within the two calendar years prior to evaluation.

(iii) Creativity. Students shall score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90th percentile on standardized creativity characteristics rating scale, or receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation/evaluation of creative products and/or performances.

(I) Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.

(II) Rating scales used to qualify creativity shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate Motivation.

(III) 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 or performances submitted shall be reviewed by a panel of qualified evaluators

(iv) Motivation. Students shall receive a score at or above the 90th percentile on standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances, or for grades 6-12 have a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B, or numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and 89 = B. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages.

(I) Rating scales used to qualify student motivation shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.

(II) 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 or performances submitted shall be reviewed by a panel of qualified evaluators.

(III) 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.

6. Assessment data that were gathered and analyzed by a source outside the student's school or LEA shall be considered as part of the referral 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.

(e)Continued Participation. The LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the LBOE continuation policy and stated in the continuation policy.

1.The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes 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 LBOE.

2.The LBOE continuation policy shall provide for a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period and criteria for resuming gifted education services for such students.

(f)Reciprocity. Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state. As described in the section on Reciprocity in the *GaDOE Resource Manual for Gifted Education Services*, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services established by the LBOE of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel or gold-star family as provided in O.C.G.A. § 20-2-2140 et. seq.

(g)Curriculum and Services to Be Provided

1.The LBOE shall develop curricula for gifted students that incorporate SBOE approved curriculum. LBOE curricula for gifted students shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English / language arts, social studies, world languages, fine arts, and career, technical, and agricultural education. LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.

2.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 the *GaDOE Resource Manual for Gifted Education Services*.

(h)Data Collection.

1.The LBOE 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.

2.The LEA shall evaluate its gifted program at least every three years using criteria established by GaDOE.

(i)Public Review. The LBOE shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula.

Authority O.C.G.A. §20-2-151; 20-2-152; 20-2-161.

Adopted: May 10, 2012

Effective: May 30, 2012