

Challenge Program for Gifted Students

**Administrative
Procedures
Manual**

July 2018

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Foreword

Rome City Schools gifted education programs are designed to serve the needs of students with advanced academic, motivation, mental, and/or creativity abilities. The definition of a student eligible for gifted education services in Georgia may be found in the Official Code of Georgia, Annotated (8c 20-2-152). This section defines services for students identified as intellectually gifted. The definition is expanded in Georgia Board of Education (GBOE) Rule 16-4-2-.38 Education Program for Gifted Students [code IDDD (2)].

The latter states in section (2) Definitions, (a) Gifted student: “. . .a student who demonstrates a high degree of intellectual, creative and/or artistic abilities, possesses exceptional leadership skills, or excels in specific academic fields and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities”.

This manual should be utilized by all gifted program coordinators, gifted lead teachers, and teachers of the gifted in Rome City Schools in order to maintain the integrity of the gifted program. In addition, this manual is utilized to ensure compliance with all Georgia State Laws, Georgia Department of Education Policies, and local policies and procedures in relation to services for gifted students. All Rome City School teachers who have gifted education teaching assignments should be familiar with the policies and procedures outlined in this manual.

Gifted teachers, principals, counselors, students, parents, or any other individual with questions or concerns about gifted programs, policies, or procedures are encouraged to contact the gifted teacher at their school and/or the district gifted coordinator.

District Coordinator Contact- 706-236-5050

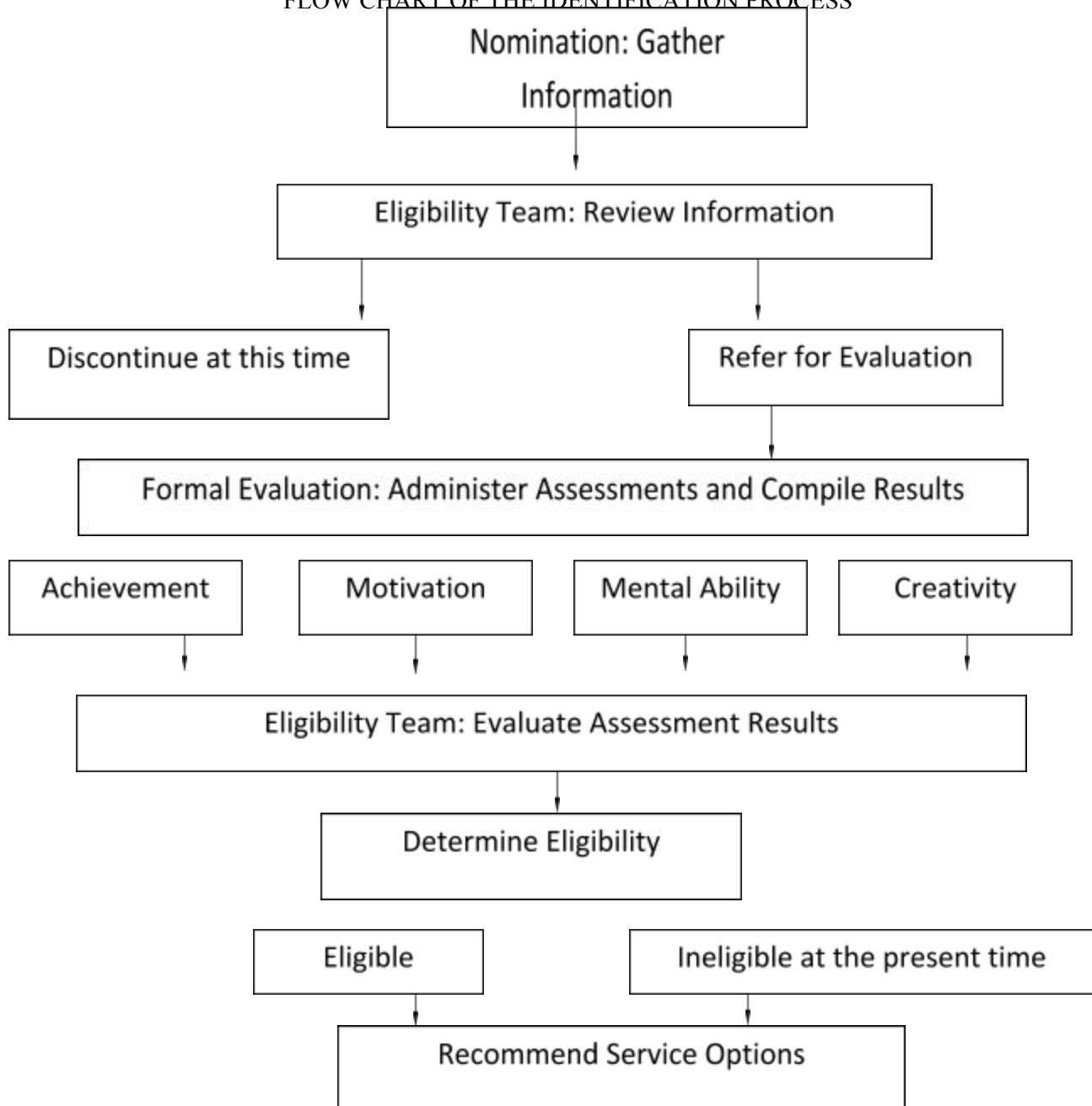
Challenge Program for Gifted Students

**Identification
Process**

Section 1

Challenge Program for Gifted Students

FLOW CHART OF THE IDENTIFICATION PROCESS



Rome City Schools Program for Gifted Students: The Identification Process

The identification process has four basic steps: (1) nomination of students as possible candidates for formal evaluation for gifted identification; (2) review of nominations to determine if referral for formal evaluation is warranted; (3) formal evaluation; and (4) placement decisions for students evaluated for gifted eligibility.

Nomination Windows

To ensure a fair and equitable identification process, as well as to allow students the best opportunity to qualify for gifted services, the following nomination windows and testing windows will be observed.

Current RCS Students

1st-6th Grade Students

- Nomination Window- September 15th- October 15th
- Eligibility Team Meetings- Last week in October
- Testing Window- November/December

Kindergarten/7th and 8th Grader Students

- Nomination Window- March
- Eligibility Team Meetings- April
- Testing- April/May

New Students to RCS

9th grade students

- Nomination/Identification- July 1st- first week of school
- Testing window- second week of school

1st-6th grade students

Rising 7th and 8th grade students

- Nomination/Identification- May- July
- Eligibility Team- Ongoing
- Testing- Post-planning and pre-planning

*For students entering RCS who may need immediate evaluation for gifted services, please contact the gifted program coordinator.

Nomination of Students

The nomination of students initiates the process. Nominations can be made by classroom teachers, special area teachers, parents or guardians, classmates, the child, or any other responsible person who has knowledge of the student's intellectual functioning.

The purpose of the nomination is to gather existing information about the student. The Gifted Referral Form (Form 1- available online and from the gifted coordinator) should be submitted by the student's teacher once a student is referred.

Automatic Referrals:

Using the results of the system-wide testing, the teachers of the gifted will compile a listing of students who score 90th percentile or higher in any area on a norm referenced test. Students who score "Distinguished" on the Georgia Milestones test in ELA or Math may also be considered. These students will be automatically referred for consideration for formal evaluation for the gifted program. For minority, SPED, and/or economically disadvantaged students, an option to use 85th percentile scores is allowable.

When a student meets the criteria for automatic referral, the gifted program teacher is responsible for completing the referral form and gathering existing evidence of academic/creative strengths to bring to the Eligibility Team for review.

Review of Nomination

An Eligibility Team is responsible for reviewing the nomination.

The Eligibility Team will consist of a panel of no fewer than three persons, which may include a school or district administrator, counselor, a regular classroom or special area teacher, and/or the teacher of the gifted. The team may invite other participants who have expertise in a content area or who have special knowledge about the child to attend the meeting to review a student's nomination.

(1) The team may decide that collected information, though sufficient in quantity, does not support a recommendation to continue the referral process. The team will notify the nominating person that the referral process has been discontinued. This decision does not preclude the possibility of a student being nominated again at a later date.

(2) The student may be referred for formal evaluation. This decision is appropriate when the team believes that collected information about the student is sufficient and warrants continuation of the referral process. The

team will notify the parent or guardian in writing that the student has been recommended for consideration and will request consent to begin the formal evaluation (Permission for Testing – Form 2). When such consent has been obtained, formal evaluation will begin.

Table 1 -- Description of Placement Criteria Measurements

Scores must be within the last two years

Normed Instruments	Achievement	Motivation	Mental Ability	Creativity
	MAP Test -Reading -Math	**Grade Point Average >3.7 (grades 7-12)	Naglieri Nonverbal Ability Test (NNAT2)	Torrance Test of Creative Thinking
	Or Other national normed achievement test as approved by GADOE	Or Motivation Scale Rating (if not used for creativity)	Or Cognitive Abilities Test (CogAT)	Or Creativity Rating Scale (if not used for motivation)
	Or *Product/Performance	Or *Product/Performance	Or Other test as approved by the GADOE	Or *Product/Performance

** A > 3.7 grade point average may be used at grade levels in which no more than 10% of the students at that grade level exceed this average, GPA must be calculated from two-year average in ELA, Math, Science, Social Studies and a full-year foreign language.

* At the present time, Rome City Schools has not yet established criteria for eligibility using product and performance

Formal Evaluation

Once a student has been referred by the Eligibility Team for formal evaluation, a gifted program teacher will administer an appropriate mental ability and/or achievement test if needed as well as assessments or scales for the areas of motivation and creativity. Should a student not reach the required level for placement in any area, a second assessment in that area may be administered based on the gifted teacher’s analysis of impact on the student and likelihood of placement.

Placement Decision

Using the information recorded on the Eligibility Report (Form 6), the Eligibility Team will make one of the following decisions:

- (1) The student is declared eligible based on mental ability and achievement scores which meet the criteria established at his/her grade level.
- (2) The student is declared eligible based on meeting three of the four multiple criteria categories established by Rule 160-4-2-.38 (multiple criteria).
- (3) The student is declared ineligible based on not meeting the criteria established by Rule 160-4-2-.38.

When a student is determined eligible by the established criteria, the gifted program teacher will notify the parent or guardian in writing of the student's eligibility (Notification of Eligibility - Form 4). Once consent is received, gifted services will begin for the student. When a student is determined ineligible by the established criteria, the team will notify the parent or guardian in writing (Notification of Non-Eligibility - Form 5).

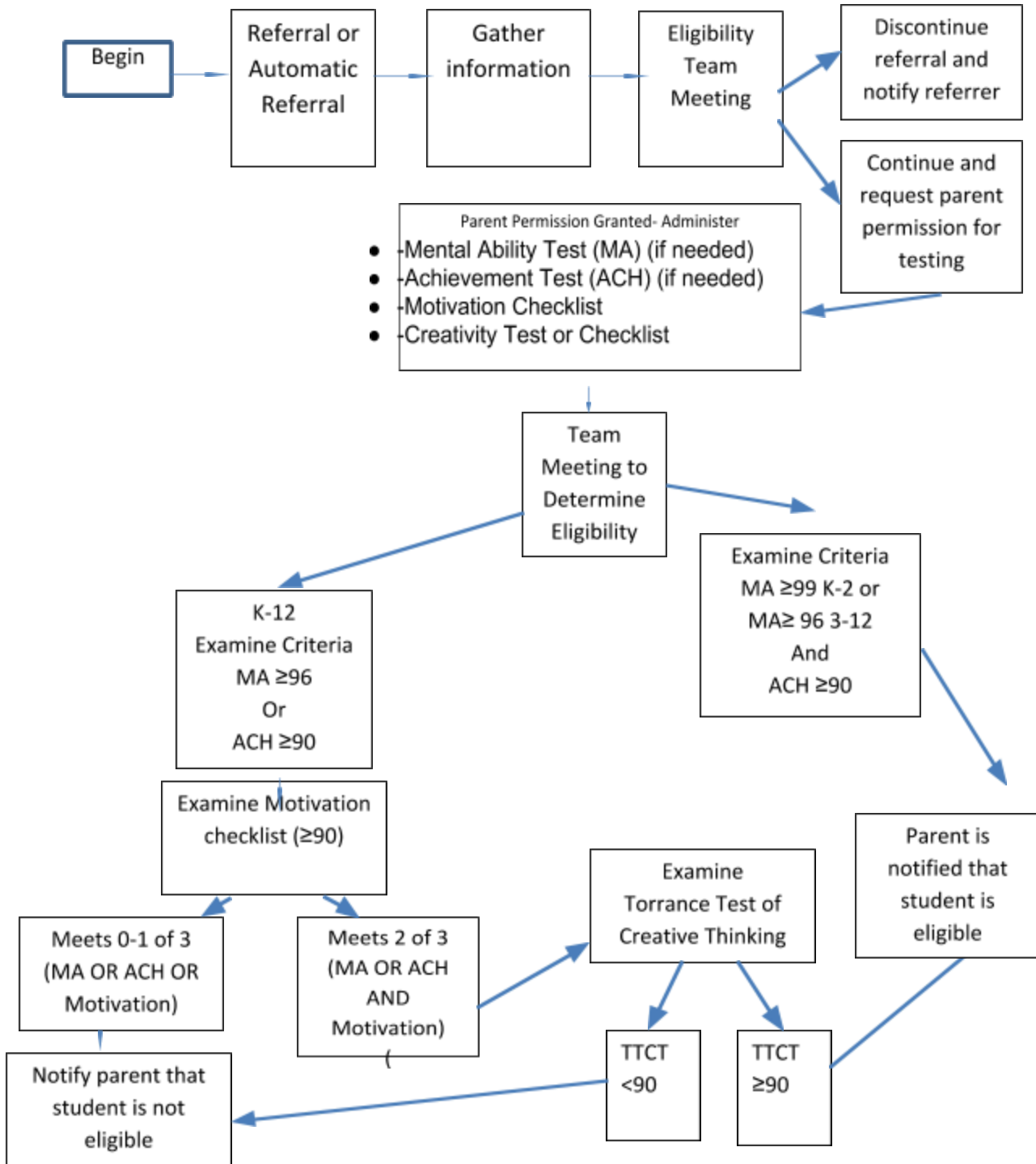
Out-of-system Assessment

The Rome City School System may consider data regarding a student's eligibility that was gathered and analyzed by a source outside the school system. (Information from a fully accredited Public or Private school may be used in determining eligibility per GADOE guidelines, however, these outside data shall not be substituted for data the school generates during the testing/evaluation process).

Testing Procedures

Group tests may be administered by all persons properly trained in standard administration procedures for such instruments. Mental ability instruments that are designed to be administered individually may be administered by a Qualified Psychological Examiner (see Rule 160-4-8-.11). Note that 8(d)2 of Rule 160-4-2-.38 does not allow data gathered and analyzed by a source outside the school system to be substituted for data the school generates during the testing/evaluation process. The administrative procedures for gifted education services may be provided on request by parents or other interested parties.

Gifted Eligibility Process Flow Chart Grades K-12



Eligibility Criteria

The following page summarizes gifted eligibility criteria for intellectually gifted students under GBOE Rule 160-4-2-.38. Stated mental ability, achievement, and creative tests percentiles are based on national age norms. Motivational rating scales and creativity rating scale percentiles are based on regional norms. Currently, nationally normed achievement test scores are reported by grade. When using these results, it is appropriate to use grade norms. All mental ability, achievement and creativity tests used must meet the test criteria cited in the GBOE rules governing gifted education. In accordance with these rules, services for the intellectually gifted are provided for those students able to perform at or above the designated levels.

Georgia Eligibility Criteria for Gifted Programs

Rule 160-4-2-.38

In Option A and B, information will be gathered in each of the four areas.

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.

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	<ul style="list-style-type: none"> ➤ Grades K-2 ≥99th percentile composite score on a nationally age normed mental ability test ➤ Grades 3-12 ≥96th percentile composite score on a nationally age normed mental ability test 	<ul style="list-style-type: none"> ➤ Grades K- 12 ≥ 96th percentile composite OR appropriate component score on a nationally age normed mental ability tests
Achievement	<ul style="list-style-type: none"> ➤ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test 	<ul style="list-style-type: none"> ➤ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test ➤ Grades K – 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Creativity	<ul style="list-style-type: none"> ➤ Evaluation data required 	<ul style="list-style-type: none"> ➤ Grades K-12 ≥ 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 ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Motivation	<ul style="list-style-type: none"> ➤ Evaluation data required 	<ul style="list-style-type: none"> ➤ Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages. (See pg. 30 for add'l information) ➤ Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile ➤ Grades K – 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Challenge Program for Gifted Students

Program Description

Section 2

Rome City Schools Delivery Models

Resource Class (K-6)-- All students in the resource class must be identified as gifted according to Georgia State Board of Education criteria. Class size is limited to the maximum specified by the State Board of Education. The teacher must have the gifted endorsement. The content and pacing must be differentiated to the degree that the activities are clearly instructionally appropriate for gifted students at that grade level. Students must receive a minimum of five segments a week of gifted service.

Cluster Grouping (K-12) -- Identified gifted students are grouped in an otherwise heterogeneous classroom, rather than being dispersed among classes at that grade level. For this model to qualify for FTE funding (one or two segments maximum) the regular classroom teacher must have the gifted endorsement and document curriculum modifications for the gifted students using (a) separate lesson plans and (b) individual student contracts which identify all the following:

Data supporting the student's need for an advanced curriculum in an identified content area (e.g., pretest grades);

Learning objectives for the gifted students;

Alternative activities in which the gifted students will be engaged;

Dates and amount of time (in segments) the gifted students will be engaged in higher-level activities;

Means by which the gifted students' learning will be assessed (e.g., the expected outcomes or products).

NOTE: The cluster model cannot replace the resource model for gifted service.

Advanced Content Class (7-12) - Students are homogeneously grouped on the basis of academic performance/achievement and interest in a specific academic content area. Classes include gifted and highly-able students. Advanced Content (AC) classes qualify as gifted service only if (a) the curriculum is differentiated; (b) the maximum size specified for gifted classes by the State Board Rule is observed; and, (c) the teacher has the following qualifications in the specific advanced content course:

Honors Level Courses - The teacher must have the appropriate content area certification and the gifted endorsement.

Advanced Placement (AP) Courses - The teacher must have the appropriate content area certification. In addition, the teacher must (a) have received College Board Summer Institute Training for the specific

AP course; and, (b) have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students or have the gifted endorsement.

Joint Enrollment/Postsecondary Options (9-12) (considered Indirect Services) - 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. FTE funding generated while away from the regular school campus will be awarded to the post-secondary institution.

Curriculum Review

The curriculum for K-12 gifted students is reviewed and updated at least annually. Best practices in gifted education as well as the unique needs of our students are taken into account during the review process.

Professional Development

All K-12 Gifted teachers are offered ongoing professional development on the needs of gifted students and teaching techniques and curricular resources appropriate to meet these needs. These professional development activities may include the following-

- In-service trainings
- Afterschool trainings
- Book studies
- Conference attendance
- Out-of-district trainings for competitive programs

Rome City Schools Elementary Gifted Curriculum

Rome City Schools elementary gifted program is referred to as the “Challenge Program” and is an interdisciplinary program for gifted students in grades K - 6. Information about the Challenge Program is distributed to stakeholders through parent meetings at individual schools, the system student handbook (which goes to every student), flyers developed on different topics, and a link to the gifted program on the system webpage. The elementary gifted program is staffed by full-time gifted certified teachers, who serve all six elementary schools.

Service for K-6 is a resource model with the equivalent of six segments a week contact time. The curriculum is based upon thematic units or broad-based issues, incorporating all content areas. Higher level thinking skills, open-ended tasks, the examination of existing ideas, and the development of new products are encouraged. The instructional program is a problem-solving one that provides students the opportunity to extend competencies beyond the regular classroom in the areas of cognitive skills, learning skills, research and reference skills, communication skills, and leadership skills.

Elementary students are pulled out of their standard classes one day per week for service. It is the policy of Rome City Schools that these students should be excused from the classroom assignments on these days, with the exception of assessments. Teachers with concerns should speak to the gifted program teacher for their school.

In addition to the resource program, Cluster-Grouping models may be available to students whose mainstream teachers are gifted certified. In this model, students are offered differentiated instruction in the core-content areas to meet their unique needs as identified by gifted assessment. The RCS elementary curriculum consists of a variety of interdisciplinary units. They reflect a differentiated curriculum. The following skills are included in the units. These are an extension of the GSE and GPS curriculum standards.

- Cognitive Skills
 - Innovative thinking- fluency, originality, flexibility, elaboration
 - Citizenship
 - Leadership
 - Problem Solving- investigate real-world problems, ecological, preservation of heritage
 - Decision-making- getting facts, consequences for decisions

- Inductive and deductive reasoning
- Analytical thinking
- Learning Skills
 - Listening
 - Observing and Perceiving
 - Informational Skills- outlining, surveying, organizing data, interviewing, analyzing data
- Research and Reference Skills (To prepare gifted learners for independent investigations)
 - Skills
 - Locating, evaluating, using, manipulating
 - Types of Research
 - Historical (reconstruct the past)
 - Developmental (changes, patterns, trends, statistical)
 - Descriptive (descriptions involving qualifications)
 - Case/field (intense study of group or institution)
 - Correctional (comparative of quantitative data-- investigate relationships)
 - Action research (seeking improvement in skill, problem-solving, method)
 - Quasi-experimental (attempt to construct experiment with no control of variables)
 - True experimental (cause/effect with random group)
 - Causal-comparative (observes what—examines data for causes)
- Communication Skills
 - To clearly, succinctly, and accurately communicate
 - Interpretation and preparation of visual communications (slides, videos, etc.)
 - To orally communicate through public speaking, debate, lecture
 - Written communication (word processing)
- Metacognitive Skills
 - Develop mental habits to
 - Seek clarity
 - Evaluate effectiveness
 - Push limits of knowledge and abilities

Rome Middle School Gifted Curriculum

The Rome City Schools Middle School curriculum uses the Advanced Content model as well as a Cluster Grouping Model. In the Advanced Content model, students receive differentiated content in the core content areas (mathematics, science, social studies, and/or English-Language Arts) based on students need and aptitude. Students receive instruction from gifted certified teachers.

In the 8th grade, gifted students have the opportunity to take high-school level courses in science, ELA, foreign languages, and math, if they demonstrate sufficient aptitude in these areas. These courses will appear on students' high school transcripts and, for students who score a 70 or above, will receive high school course credit. However, according to RCS board policy, these courses will not count toward their GPA.

Students and parents should work closely with counselors, administrators and teachers at Rome Middle School to determine appropriate placement in courses in 7th and 8th grade. Any gifted student whose grade falls below an 80 in any advanced course may be placed on probation and could be dismissed from the gifted program based on the RCS Board Policy for gifted continuation (see Section 3, Appendix B in this manual for more information).

Students may also be served in their social studies, CTAE, technology, foreign language and/or science courses in the cluster grouping model as described in the Delivery Models section of this manual.

Rome High School Gifted Curriculum

The various gifted curricular options at Rome High School are coordinated by one certified teacher of the gifted. This coordinator is responsible for collaboration with regular education teachers in advanced content courses, and for documentation of F.T.E. segments. Rome High School offers a differentiated curriculum through the following models:

Advanced Content (CPA/Honors)

Students are accelerated a level, the honors/college-prep advanced curriculum includes advancement, extensions, and acceleration in the subject areas of language arts, mathematics, science, foreign language and social studies for grades 9-12.

Advanced Placement

A student may receive acceleration and enrichment through an advanced level course offered through the College Board Advanced Placement Education Services. Advanced Placement (AP) courses must be taught by teachers certified in the appropriate content and attended training workshops, and the course must utilize an approved AP curriculum and textbook. A written contract (course outline) describing objectives, activities, and contact time is completed by the Gifted Coordinator, Advanced Placement content teacher, and the student.

Joint Enrollment

Secondary students in grades 9-12, may attend academic classes and be enrolled in local college, university or technical school courses. Students enrolled in advanced locations receive both high school credit and college/university/technical school credit. Students must meet state regulations for attendance and all FTE funding generated while away from the regular school campus will be awarded to the post- secondary institution. A student served through the joint enrollment delivery system must

be present on the high school campus for a minimum of three FTE instructional segments. A written contract outlining objectives, activities, final product and contact time must be completed by the RHS Gifted Coordinator and student.

Challenge Program for Gifted Students

Appendices

Section 3

Appendix A
Rome City Schools
Gifted Student Education Board Policy

DESCRIPTOR:	Descriptor Code: IDDD	Issue Date: 07/11/2016
Gifted Student Programs	Rescinds: IDDD	Issued: 09/09/1997

It shall be a policy of the Rome City Schools Board of Education that a special program be provided for children identified as “Intellectually Gifted”.

Under the direction of the Superintendent or designee, identification, placement, continuation, re-entry and delivery model criteria applicable to all intellectually gifted students will be established and maintained in accordance with the Georgia Department of Education Requirements. The guidelines for the criteria can be found in the Rome City Schools Gifted Procedures Manual.

LEGALREF.: O.C.G.A., §§20-2-151, 20-2-152(a), (b), (d), 20-2-161, 20-2-306.
 Georgia BOE (IDDD) Gifted Students
 Georgia State Standards B (1a.24); I 14.1; I 14.2;I20

Appendix B

Rome City Schools

Continuation Policy

Continued placement in the program for the gifted, according to Georgia State Department of Education regulations and procedures and Georgia Board of Education Policy IDDD, shall consist of satisfactory performance in gifted classes and must provide for a probationary period. The Rome City Schools' guidelines and regulations are as follows:

Student performance in the gifted program will be evaluated annually by the local school's gifted education program teacher. This evaluation will be based on the student's performance in the gifted program classroom. Parents will be notified as to whether performance is satisfactory or unsatisfactory. Students identified as gifted shall receive at least five segments per week (or the yearly equivalent) of gifted education services. Probation allows for students to receive interventions when their performance in any gifted service class falls below continuation criteria. Discontinuation of service occurs when a student no longer demonstrates a need for any gifted service.

1. In grades K-6, The Gifted Resource Classroom, acceptable progress is defined as: Maintaining a majority of M's (meets the essential requirements) across the Process Assessment objectives AND Maintaining a majority of M's across the Performance Assessment objectives.

Elementary gifted resource students will receive a Challenge Report Card each nine-weeks grading period. At the end of the fourth grading period, student performance for the entire year will be reviewed. If the student is determined to be meeting all continuation of service requirements, the annual review will indicate continued placement.

2. In grades 7-8, Advanced Content, acceptable progress is determined separately for each advanced content area in which a student is served and defined as: Maintaining a semester grade average of 80 in the advanced content class for which gifted service is provided and Meeting standards in content area on the current Georgia assessment instrument. Students will be evaluated on each class separately and will not be removed from the entire program based on grades in one class.

3. In grades 9-12, Advanced Content, acceptable progress is determined separately for each advanced content area in which a student is served and defined as: Maintaining an annual grade average of 80 in the advanced content class for which gifted service is provided. Students will be evaluated on each class separately and will not be removed from the entire program based on grades in one class.

4. For students in K-12, in the event a student's performance is deemed unsatisfactory in gifted education class(es), parent(s) will be notified and the student will be placed on probation for the school year. Interventions will be administered during the probationary period. If the student has not resumed satisfactory performance, he/she will be withdrawn from the class(es).

Parents who decide to remove a student from the elementary gifted program, or an advanced content gifted class, must make their request in writing to the gifted program teacher. The request must state the reason(s) for the request. This request for dismissal will be acknowledged by the gifted program teacher. A conference will be scheduled to discuss the student's placement. If parent(s) have chosen to remove a student from the program and request re-entry later, the guidelines for re-entry will be the same as for a student who is not recommended for continuation (students must re-qualify).

Students who have been dismissed (or withdrawn due to parent/student request), can be referred for re-entry after two semesters. They must be able to demonstrate satisfactory academic achievement in all subject areas and meet eligibility criteria in place at the time of re-entry.

Each school year, the gifted program teacher will notify parents of the curriculum units/activities the child may participate in during the school year. This annual review will also notify parents of the type of delivery model that will be used and the number of segments the child will be served. Delivery models are determined according to regulations for gifted services. Transfer students who qualify for gifted services, but whose performance does not meet continuation criteria, may begin services on probation.

All probations and terminations shall be handled in writing. These forms require the parents' signature or written documentation that efforts have been made to secure that signature.

Appendix C

Rome City Schools

Break In Service Procedure

If a student who was previously identified as gifted in the state of Georgia is voluntarily withdrawn from the program for the following reasons: homeschool, private school, online school, relocation to another district within Georgia, relocation to another state, voluntary inactive status, or medical reasons, the student will be defined as having a “break in service” in accordance with the GADOE gifted resource manual.

For students meeting the above definition of break in service, students are not required to re-establish gifted eligibility regardless of the length of break in service. All re-entry decisions are based on demonstrated need as determined by student performance during the break in service. All re-entry decisions are made by the District Gifted Coordinator in partnership with the gifted teacher(s). Based on the decision of the District Gifted Coordinator and gifted teacher(s), the student may be considered for re-entry immediately.

To re-enter a student:

1. The local school and parent must make a re-entry request to the associated gifted teacher.
2. The gifted teacher should gather all documentation and meet with the District Gifted Coordinator.
3. The District Gifted Coordinator and gifted teacher will evaluate student performance during the break in service and make a recommendation to re-enter or not re-enter the student.
4. If a student is approved for re-entry, the gifted teacher will notify the parent using Form 10 (Re-entry Form) and the school will be notified to schedule the student for gifted services immediately.

Challenge Program for Gifted Students

Forms

Section 4

Challenge Program for Gifted Students

Permission for Testing

Date: _____

School: _____

To the parent/guardian of _____

Your child is being considered for placement in the Program for the Gifted. Testing, for which we need your signed permission, is needed to determine if your child is eligible. Your child will be evaluated in four areas - mental ability, achievement, motivation and creativity - to determine placement. For more information about this process, please refer to the Rome City Schools Gifted Manual, which is available at

<http://rcs.rome.ga.us/domain/31>. You may also contact the teacher of the gifted at your school.

You will be notified in writing of the results of your child's testing and will have the opportunity to schedule a conference to discuss these results.

Sincerely,

Gifted Program Teacher

School

Please sign and return this form to **HOMEROOM TEACHER** (please courier or give to the gifted teacher listed above).

Check the appropriate line and sign below.

_____ Yes, I give my permission for further individual testing.

_____ No, I do not give permission for further individual testing.

Student's Name: _____

Signature of Parent/Guardian: _____ Date: _____

Programa de Competencia Para Estudiantes Excepcionales

Permiso Para Probar

Fecha: _____

Escuela: _____

Estimado _____:

Estamos considerando a su niño para colocarlo en el programa para los niños excepcionales. Las pruebas, lo cual necesitamos su permiso en firma, lo necesitamos para determinar si su niño es elegible.

Si usted desea más información tocante este procedimiento, por favor comuníquese con la maestra de estudiantes excepcionales en su escuela.

Se le notificará, por escrito, los resultados de la prueba de su niño y tendrá la oportunidad de citar una conferencia para hablar de estos resultados.

Maestra de Estudiantes Excepcionales

Escuela

Por favor firme esta forma y regreselo a **HOMEROOM TEACHER** (please courier or give to the gifted teacher listed above).

Marque el renglón apropiado y firme.

_____ Si, doy mi permiso para prueba individual adicional.

_____ No, no doy mi permiso para prueba individual adicional.

Nombre de Estudiante: _____

Firma de Padre/Guardian: _____ Fecha: _____

Challenge Program for Gifted Students
Eligibility Team Decision not to proceed

Date: _____

Dear: _____

Thank you so much for your referral of _____ (student name) to the Rome City Schools' Challenge Program for gifted students. After considering multiple sources of evidence, including, but not limited to, grades, previous test results, and teacher input, the decision has been made at this time not to proceed with testing. This decision was not reached lightly; it is the goal of Rome City Schools to serve each and every student in a manner that will help them reach their full potential. However, after reviewing all of the available evidence, it is the decision of the eligibility team that the child is not likely to be successful in gifted testing. Testing for services and not being successful can be time consuming, stressful, and disheartening to a child, and it is our desire to reduce the likelihood of this. This decision is simply a decision at this point in time, for this school year. If in the future you would like us to reconsider this child for testing, please re-submit a referral form. Below you will find a brief summary of the reasoning behind this decision, if you have any further questions, please contact the district gifted administrator at 706-236-5050.

Thank you.

Sincerely,

Gifted Eligibility Team Members-

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Description of Decision:

**Challenge Program for Gifted Students
Notification of Eligibility and Program Description**

Date: _____

Dear _____:

Your child _____, has been determined to be eligible for placement in the gifted program. Your child cannot begin services until this signed form is received.

The Rome City Schools elementary curriculum consists of a variety of interdisciplinary units. They reflect a differentiated curriculum. The following skills are included in the units. These are an extension of the Georgia Standards of Excellence and the Georgia Performance Standards. Please see the attached CONTINUATION POLICY for information about program expectations.

- Development of Cognitive Skills
- Learning Skills
- Research and Reference Skills
- Communication Skills
- Metacognitive Skills

Delivery Model _____

Number of Weekly Segments _____

Gifted Program Teacher

School and Contact Number

Please sign and return this form to **HOMEROOM TEACHER** (please courier or give to the gifted teacher listed above).

Check the appropriate line and sign below.

_____ I do agree for my child's placement in the program for the gifted.

_____ I do not agree for my child's placement in the program for the gifted.

I understand that if I agree services will begin on _____.

Student's Name _____

Signature of Parent/Guardian _____ Date _____

Programa de Competencia Para Estudiantes Excepcionales

NOTIFICACION DE ELEGIBILIDAD Y DESCRIPCION DEL PROGRAMA

Fecha: _____

Estimado _____ :

Se ha determinado que su niño, _____ , es elegible para colocarlo en el programa para los niños excepcionales. Los servicios comenzarn después de recibir su forma de consentimiento.

El plan de estudios elementales de las Escuelas de la Ciudad de Rome consiste de una variedad de unidades interdisciplinarias. Reflejan un plan de estudio diferenciado. Esto es una extensión de un Centro de Calidad en las Competencias del Plan de Estudios (Georgia Performance Standards).

- Desarrollo de Habilidades Cognitivos
- Habilidad de Aprendizaje
- Habilidad de Investigación y Referencia
- Habilidad en Comunicación
- Habilidad en Meta Cognitivo

Modelo de Servicios _____

Numero de Segmentos por Semana _____

Maestra del Programa de Estudiantes Excepcionales

Escuela

Numero de Telefono

Por favor firme esta forma y regréselo a **HOMEROOM TEACHER** (please courier or give to the gifted teacher listed above).

Marque el renglón apropiado y firme.

_____ Estoy de acuerdo en la colocación de mi niño en el programa para estudiantes excepcionales.

_____ No estoy de acuerdo en la colocación de mi niño en el programa para estudiantes excepcionales. Sí entiendo que si estoy de acuerdo, los servicios comenzaran el _____.

Nombre de Estudiante: _____

Firma de Padre/Guardián: _____ Fecha: _____

Challenge Program for Gifted Students

Notification of Non-Eligibility

Date: _____

Dear _____;

The evaluation of your child, _____, for possible gifted services has been completed. The results indicate that he/she has not met eligibility requirements for the program for the gifted at this time. Please understand that this is the result of one period of testing and that it is not a final indication of your child's potential or abilities. You will find test results attached.

If you would like to review the test results, please call for a conference time.

Sincerely,

Gifted Program Teacher

School Phone Number

Please sign and return this form to **HOMEROOM TEACHER** (please courier or give to the gifted teacher listed above).

Check the appropriate line and sign.

_____ I will call the school for a conference time.

_____ I do not wish to meet for a conference.

Student's Name: _____

Signature of Parent/Guardian: _____ Date: _____

Programa de Competencia Para Estudiantes Excepcionales

Notificacion De No Elegible

Fecha: _____

Estimado _____ :

Se ha completado la evaluacion de su nino , _____ , para colocarlo en el programa para estudiantes excepcionales. Los resultados indica que el/ella no alcanzo los requisitos para elegibilidad para el progrmama para estudiantes excepcionales y por lo tanto no necesitara servicios especiales en este momento. Encontrara los resultados de la prueba atado.

Si usted desea revisar los resultados de la preuba, pro favor llame una cita para conferencia.

Atentamente,

Maestra del Programa de Estundiantes Excepcionales

Esculea

Numero de Telefono

Por favor firme esta forma y regreselo a **HOMEROOM TEACHER** (please courier or give to the gifted teacher listed above).

Marque el renglon apropiado y firme.

_____ Llamare la escuela para una cita para la conferencia.

_____ No deseo juanta para la conferencia.

Nombre de Estudiante: _____

Firma de Padre/Guardián: _____ Fecha: _____

Challenge Program for Gifted Students

Eligibility Report

Name _____ STID _____

Date of Birth _____ Grade _____ School _____

Eligibility Team Members _____

Prescreening Decision- Proceed _____ Do Not Proceed _____ Rationale _____

Student Qualifies _____ or Does Not Qualify _____ Student Date of Eligibility (if Qualifying) _____

Achievement	Test	Date	Area	Scores %tiles	Qualification- Area A Must Qualify in Achievement AND Mental Ability		Qualification- Area B Must Qualify in 3 of 4			
	Iowa/ ITBS		Reading	_____	Requirement	Met (Circle)	Requirement	Met (Circle)		
			Math	_____						
			Total	_____	K-12 ≥90% Reading Or Math Or Total	Yes Or No	≥90% Reading Or Math Or Total	Yes Or No		
MAP	Reading	_____								
	Math	_____								
Other	Reading	_____	Requirement	Met (Circle)	Requirement	Met (Circle)				
	Math	_____								
Mental Ability	CogAT		Verbal	_____	K-2 ≥99%	Yes	Requirement	Met (Circle)		
			Quantitative	_____						
			Nonverbal	_____	3-12 ≥96%	Or	Requirement	Met (Circle)		
	Composite	_____	Composite	No					K-12 ≥96% Composite Or Component	Yes Or No
NNAT2	Nonverbal	_____								
Other	_____	_____								
Motivation	Scales		Motivation Sub-Scale	_____	Requirement	Met (Circle)	Requirement	Met (Circle)		
	GPA*		_____	_____					≥90%tile On Standardized Scale	Yes Or No
	Other		_____	_____						
Creativity	Scales		Creativity Sub-Scale	_____	Requirement	Met (Circle)	Requirement	Met (Circle)		
	Torrance		Creativity	_____					≥90%tile On Standardized Scale	Yes Or No
	Other		_____	_____						

*GPA may only be used for students in grades 7-12, and must be 3.5 or higher in which no more than 10% achieve that GPA

Challenge Program for Gifted Students

Annual Review/Program Description

Name: _____ Date: _____

School: _____ Grade: _____

Review of Performance in Gifted Class:

- _____ Produces quality of work expected
- _____ Participates in class activities
- _____ Completes required assignments/products
- _____ Exhibits appropriate behavior

S= Satisfactory

N= Needs Improvement

U= Unsatisfactory

Recommendation:

- _____ Continue placement
- _____ Probationary placement
- _____ Withdraw from program

PROGRAM DESCRIPTION:

Delivery Model: _____ Resource Class _____ Internship _____ Joint Enrollment
 _____ Advanced Content _____ Cluster Grouping

Hours of Contact Weekly: _____

Curriculum Focus:

Please sign and return this form to your child's school as soon as possible. If you have any questions, please feel free to contact me.

Teacher of the Gifted

Contact Number

Parent Signature

Date

Challenge Program for Gifted Students

Elementary Probation Notice

Date: _____

Dear _____:

This is to inform you that your child, _____ is on probation for the upcoming school year in the Challenge Program for the following reasons: _____

If this problem is not corrected by the end of the probation period, Gifted Program services will be discontinued. A copy of the continuation policy, which you received earlier, is enclosed.

Sincerely,

Teacher of the Gifted

School

Signature of Parent/Guardian: _____ Date: _____

Programa de Competencia Para Estudiantes Excepcionales

Notification de Probacion

Fecha: _____

Estimado _____ :

Esta carta es para informarle que su niño, _____ esta en probacion en el Programa para Estudiantes Excepcionales. El o ella esta pasando por problemas y los demuestra por parte de _____

Si no corrige esta problema, este estudiante sera despedido de los servicios del Programa de Estudiantes Excepcionales hasta que se complete el criterio. Una copia de las politicas de continuacion lo cual recibio anteriormente esta incluido.

Atentamente,

Maestra del Programa de Estudiantes Excepcionales

Escuela

Numero de Telefono

Firma de Padre/Guardián: _____ Fecha: _____

Challenge Program for Gifted Students

Middle School Probation Notice

Date: _____

Dear _____:

This is to inform you that your child, _____ is on probation for the upcoming semester in the Challenge Program in the following content area(s): _____

He/she is experiencing problems as demonstrated by: _____

If the problem(s) is/are not corrected by the end of the probation period, Gifted Program services will be discontinued. A copy of the continuation policy, which you received earlier, is enclosed.

Sincerely,

Teacher of the Gifted

School

Signature of Parent/Guardian: _____ Date: _____

Challenge Program for Gifted Students
Withdraw from Gifted Services in One Course

Date: _____

Dear _____:

Your child, _____ will be withdrawn from _____

Gifted content area class for the following reason(s):

If you would like to discuss your child's withdrawal from services for this Gifted content area, please contact your child's teacher.

Sincerely,

Teacher of the Gifted

School

Administrator

Signature of Parent/Guardian: _____ Date: _____

Challenge Program for Gifted Students

Re-entry Form

Date: _____

Dear _____:

Your child, _____ has met the criteria established in the re-entry into services policy for the Gifted Program as demonstrated by: _____

Your child will begin classes on _____.

Sincerely,

Teacher of the Gifted

District Gifted Coordinator

Principal

School

Signature of Parent/Guardian: _____ Date: _____

Programa de Competencia Para Estudiantes Excepcionales

Forma de Entrada

Fecha: _____

Estimado _____ :

Su niño, _____, ha completado el criterio establecido en las Políticas de Continuación para entrar de Nuevo a los servicios del Programa de Estudiantes Excepcionales demostrado por: _____

Y comienzan los estudios _____.

Atentamente,

Maestra del Programa de Estudiantes Excepcionales

Coordinador de Distrito del Programa de Estudiantes Excepcionales

Director

Escuela

Numero de Telefono

Firma de Padre/Guardián: _____ Fecha: _____

Challenge Program for Gifted Students

Termination of Service

Date: _____

Dear _____:

This letter is to notify you that your child, _____ will be terminated from the Program for the Gifted on _____ for the following reason(s): _____

1. _____ Failure to maintain Continuation Policy Criteria

Comments: _____

Teacher of the Gifted

Principal

School

Signature of Parent/Guardian: _____ Date: _____

Programa de Competencia Para Estudiantes Excepcionales

Terminacion Del Programa Para Estudiantes Excepcionales

Fecha: _____

Estimado _____ :

Esta carta es para informarle que su niño, _____ sera despedido del Programa de Estudiantes Excepcionales comenzado _____ por los motivos siguientes: _____

1. _____ Falta de mantener el Criterio para Continuar

Comentarios: _____

Maestra del Programa de Estudiantes Excepcionales

Director

Escuela Numero de Telefono

Firma de Padre/Guardián: _____ Fecha: _____

Challenge Program for Gifted Students

Request for Voluntary Inactive Status

(*Must be approved by the Director of Challenge Program)

Date: _____

Student's Name: _____

Date of Birth: _____ GTID: _____ School: _____ Grade: _____

1. Person requesting voluntary inactive status _____
2. Relationship to student (*please check appropriate line*): _____ Parent _____ Other _____
3. Reasons leading to this request:

4. Has this student been on any kind of inactive status or requested inactive status at any time in the past?
_____ Yes _____ No

If Yes, give the dates, from _____ to _____ and explain below.

_____ Inactive status is denied. Reason(s) _____

_____ Inactive status is granted from the period from _____ to _____

Parent: _____ Date: _____

Classroom Teacher: _____ Date: _____

Challenge Teacher: _____ Date: _____

*Director of Challenge Program _____ Date: _____

Challenge Program for Gifted Students

Authorization for the Release of Confidential Information

To: _____
(student's previous school)

Re: _____
(Student's Name)

(Birthdate)

(Rome City School Entered)

I hereby authorize you to release all data and testing information appropriate for Gifted Placement.

This information will be used in the placement of my child's educational program. Granting this consent is voluntary on my part. It is understood that the party to whom this information is released will not release it to a third party, without my written consent. I understand and agree to the above statement.

Mailed by: _____

Date: _____

Signature of Parent/Guardian

Date: _____

Please forward this information to the following address:

Rome City Schools
Coordinator of Gifted Education
508 East Second Street
Rome, GA 30161-3198

Please include a copy of the most recent annual review along with the eligibility documentation.

Challenge Program for Gifted Students

Withdraw from Gifted Program

Name: _____ Date: _____

School: _____ Grade: _____ Gender: _____ Ethnicity: _____

Reason for withdrawal:

_____ Discontinuation of service under continuation policy

_____ Moved

_____ Parent's request

Qualified for placement in program, but parents refused to consent:

Name: _____ Date: _____

School: _____ Grade: _____ Gender: _____ Ethnicity: _____

Reason for parent refusing to give consent (if known): _____

Challenge Program for Gifted Students
Recommendations from Gifted Eligibility Testing

Student Name: _____ Date: _____
Classroom Teacher: _____ Grade: _____

This student **did/did not** place in the Challenge Program.

The results of our test indicate that he/she exhibits strengths (90th percentile or above) in the following areas and would benefit from instructional modifications addressing these areas.

Achievement

_____ Reading	_____ Other available data indicates strengths in:
_____ Math	_____ Language Arts
	_____ Science
	_____ Social Studies

Mental Ability

_____ Verbal Skills
_____ Quantitative Skills
_____ Non-Verbal Reasoning

Motivation

_____ Highly motivated as determined by the Hawthorne School Version Rating Form

Creativity

_____ Highly creative as determined by the Torrance Test for Creative Thinking

Suggestions for planning instructional differentiation may be found at the following website:

<http://rcs.rome.ga.us/gifted/index.htm>

Gifted Teacher

Challenge Program for Gifted Students

Permission to Transport

Rome City Schools provides a bus to transport students to Challenge Program classes. The bus will arrive at _____ Elementary School at _____ AM and will transport students to _____ Elementary School for Challenge class. The bus will return to _____ Elementary School to pick students up and return them to their home schools for afternoon dismissal.

We will have lunch with the Challenge class at _____.

Please sign below giving your permission to transport your child as stated above.

My child, _____, has permission to be transported between _____ Elementary School and _____ Elementary School each _____ during the _____ school year for participation in the Rome City Schools' Challenge Program as described below.

Parent or Guardian Signature

Date

Please return this form to your child's Challenge Teacher

Teacher: _____

School: _____

Challenge Program for Gifted Students

Gifted Screening Tool: Hawthorne Motivation Rating Scale

Please complete this motivation screening scale on _____.

For Primary Students:

There are some items on this scale which are not easy to rate due to grade level appropriateness. However, this is the best scale available. Please mark any items which refer to starting clubs, etc. to the world of play in your classroom at center time or on the playground. Does the child get others involved in a new game, pretend to be teacher or leader of the group, etc.?

For all Students:

Please rate the students as they typically behave when they are working at their best in your classroom or in the setting in which you are familiar with the student. If you are not aware of an area for a student, please consult with an appropriate individual to complete the form (i.e. coach, PE teacher, gifted coordinator, math teacher, counselor, etc.). In order for us to compute a score, **every** box must be filled in.

Please fill in only the boxes on the inside of the form, and the date of scoring on the back, we will take care of all of the rest of the information.

Thank you so much for your time and help in appropriately identifying services for this student!

Once you have completed the rating, please return the form to _____.

Thank you,

RCS Gifted Coordinator

Electronic Forms

Additional forms available through Google Docs for gifted teachers

Automatic Referral List

- Lists students identified by automatic referral from district-wide assessments
 - Must include
 - Student's name, Grade, Ethnicity
 - Assessment
 - Area
 - Assessment type
 - Score
 - Proceed/Not proceed gifted eligibility team decision

Annual Referral List

- Lists all students referred for gifted throughout the year
 - Must include
 - Student's name, Grade, Ethnicity
 - Referral type
 - Proceed/Not proceed gifted eligibility team decision

Annual Assessment Data

- Lists all students assessed for gifted services throughout the year
 - Due the last day of post-planning each year to the district Gifted Coordinator
 - Must include
 - Student's name, Grade, Ethnicity
 - All assessment results
 - Qualify/Does Not Qualify results
 - For all students who do not qualify, recommendation for off-year testing