



Treutlen County School System Gifted Practitioner's Manual of Policies and Procedures

Rationale

Extensive research by Rogers (1991, 1999, 2002) and Kulik and Kulik (1984, 1985, 1987, 1989) has shown that the grouping of gifted students in a curriculum designed especially for the gifted creates the most positive effects. Gifted children have special needs that, more often than not, are neglected in the regular classroom. Each gifted student is unique, with different interests and abilities. When a gifted child is given the opportunity to participate in a program geared toward his/her special uniqueness by implementing a variety of instructional strategies, differentiation in both teaching models and instruction, and interaction with intellectual peers, he/she will make strides in performance equal to his/her ability. A significant outcome of a gifted program and its differentiated curriculum is that it can positively affect the general educational experience of all students.

Mission

In recognition that an appropriate education is one in which each student is provided an opportunity to reach his/her greatest potential, Treutlen County provides gifted education services that are tailored to the intellectual, academic, creative, social, emotional, and motivational needs of the gifted. As such, it is reasonably expected that student achievement, motivation, problem-solving capabilities, and creativity will increase exponentially.

Goals

Treutlen County's program for gifted students will:

- provide an environment that will cultivate and encourage intellectual and creative abilities;
- provide students with appropriate enrichment, acceleration, and in-depth study through rigorous and challenging curriculum;
- provide opportunities for students to work cooperatively in both small and large groups;
- provide opportunities for students to work with their intellectual peers and with their chronological peers;
- develop self-esteem, by allowing students to realize and acknowledge their own skills and talents as well as the skills and talents of others; and

- develop emergent, self-reliant learners who fully develop the skills of: analytical thinking, critical and creative thinking, and apply these skills to problem-solving situations.

Program Description

The Treutlen County gifted program is a county-wide program. A differentiated curriculum is used to meet the needs and challenges of these students. Interdisciplinary units and differentiated instructional strategies are used to teach or refine skills of research, encourage higher levels of thinking, enhance creative/productive thinking, and extend the academic base of knowledge. Teachers who hold the gifted education endorsement expose gifted students to a rigorous and challenging curriculum. The students are offered many opportunities to participate in learning activities with peers who have similar capabilities and interests.

Elementary

All gifted students in the elementary schools in grades K-5 attend gifted Resource and/or Cluster classes in their home base school (contingent upon FTE funding criteria) for a minimum of five segments per week. Students are grouped by grade level or instructional levels (e.g., primary grades, intermediate grades). **These students are not expected to make up the regular classroom work assigned when the students are participating in the gifted resource class.**

Middle School

All gifted students in grades 6-8 participate in Advanced Content, Cluster Grouping, Collaborative Teaching, and/or Resource models in the area(s) of mathematics, and/or language arts, and/or literature, and/or science, and/or social studies five days a week at their home base school (contingent upon FTE funding criteria). Recognizing that students have individual strengths and weaknesses in specific content areas, a team of educators ~~at each local school~~ reviews each student's performance based on:

- teacher recommendation,
- standardized norm-referenced achievement scores,
- standardized norm-referenced ability test results, and
- the student's grade point average in each discipline.

Based on a matrix scale of these four pieces of data (page___), the student will participate in one of the above gifted models in ~~each~~ middle school. The curriculum offered in Advanced Content courses is significantly different and more rigorous in pace, content, process skills, and student expectations.

High School

Gifted students in grades 9-12 may be served through Advanced Content, Resource, Cluster Grouping, Collaborative Teaching, Mentorship/Internship, and/or Post-Secondary Options (contingent upon FTE funding criteria).

Program Name

The name that has been given to the Treutlen County gifted program is REACH (**R**eaching for **E**xcellence and **C**hallenging **H**orizons).

**Georgia State Board of Education Rule 160-4-2-.38
Education Program for Gifted Students**

I. Introduction

In keeping with Georgia Code 20-2-152, the Official Code of Georgia Annotated, Treutlen County Schools will provide gifted education services to students who have the potential for exceptional academic ability in grades K-12. This legislation, supported by Georgia Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS which provides the following definitions to guide Local Education Agencies who provide programs for gifted students:

- A. Gifted student** – “a student who demonstrates a high degree of intellectual and/or creative ability(ies), 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.”
- 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.”

II. NOTICE

A. Notice Requirements

Parents who enroll their child(ren) in Treutlen County School System, will be notified in writing of:

1. the existence of the gifted program, its referral procedures and eligibility requirement.
2. initial consideration of their child(ren) for gifted education services,
3. the student’s eligibility status following the evaluation process. Parents will be given an opportunity to schedule a conference to discuss the eligibility criteria and the student’s assessment results and placement.
4. the type of services to be provided annually, the teaching methods to be used and the time allotted for the student to receive gifted education services. Parents shall also be informed of the objectives designed for students to meet and the manner in which evaluation of the mastery of these objectives will be conducted.
5. the length of the probationary period in which the student is in jeopardy of being dismissed from gifted education services. This notice shall specify the criteria the student shall meet to continue receiving gifted education services.
6. the termination of gifted education services in the event the student fails to meet continuation criteria and the goals of the Plan of Improvement developed for him/her. This notice shall contain a statement that the student shall become eligible to receive gifted education services upon meeting the criteria adopted by the Treutlen County Board of Education regarding continuation of services.

B. Means of Notice

Written notice for the requirements listed above shall be made through various forms that are a part of this Procedures Manual. Additionally, information about the gifted program is located within the Curriculum and Instruction page on the Treutlen County School System website. Gifted Education is also summarized in the Treutlen County School System Student Information and Code of Conduct Booklet.

III. Referral Procedures

A. Introduction

A comprehensive screening process will be used to assure that all students, regardless of his or her race, color, religion, national origin, age, disability or sex, will have the opportunity to be considered for gifted education services. The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services* and forwarded to the Eligibility Team for review. Data from system-wide norm-referenced testing will be reviewed to assist the Eligibility Team in determining potential candidates for automatic referral to the gifted program. Data from other testing will also be considered when applicable. Parents, teachers and others may also make individual requests for consideration for the program.

B. Screening - Referral and Evaluation Process

1. Training

In order to provide regular education classroom teachers with appropriate information regarding characteristics of gifted learners and the referral process, professional development is provided to staff about the characteristics of gifted learners, the referral procedures, and the evaluation process.

Gifted education teachers or designees will conduct professional development with staff as needed on the characteristics of gifted, the referral procedures, and the evaluation process. The gifted coordinator or his/her designee will present special activities that classroom teachers can use to assist in observing exemplary student responses.

2. Reported Referral of Potentially Gifted Students

A student may be referred for consideration for gifted educational services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities. A system approved screening instrument may be used.

3. Automatic Referral of Potentially Gifted Students

The gifted coordinator or his/her designee will review system-wide assessment results to determine those students who meet locally established criteria for referral for gifted education services. Locally established criteria include any of the following:

- Performance at the 90th percentile on a standardized, norm-referenced achievement test in the area of:
 - Total Reading Score, or
 - Total Math Score, or
 - Composite Score

Students who meet the above criteria will automatically be referred to the Eligibility Team for review for gifted education services.

Students who have scored at the distinguished level on the Georgia Milestones Assessment will be considered for possible gifted referral in the areas of Reading and/or Math.

4. Eligibility Team

An Eligibility Team will be established to oversee the referral and eligibility process for the gifted program. The Eligibility Team may include, but is not limited to:

- Gifted Endorsed Teacher
- Regular Education Teacher
- School Administrator
- School Counselor
- Curriculum Coordinator
- *Others deemed necessary to assist in reviewing a student referral or reviewing student assessment data for program eligibility may be included.*

The eligibility team is responsible for:

- a. reviewing referrals submitted for gifted education services,
- b. reviewing all data collected on students referred for assessment for gifted education services,
- c. determining whether referred and assessed students meet program eligibility criteria, and
- d. determining what type of gifted education services will meet the academic needs of eligible students,
- e. reviewing academic/behavior probation referrals and creating a plan of improvement,
- f. reviewing re-entry requests.

The eligibility team will meet to discuss supporting documentation and reach one of three conclusions. They may decide that:

- no action is needed at this time
- more documentation is needed, or
- the student needs to be referred for an evaluation

Parents will be notified when a student has been referred for assessment for gifted education services. This may be done by way of a letter sent home from the Eligibility Team.

5. **Student Assessment for Gifted Education services**

Once the local school Eligibility Team makes the decision to refer a student for assessment for the gifted program, parents must be notified. A letter requesting parent permission to do further assessments must be obtained before assessment in the four categories (mental ability, achievement, creativity, and motivation) is begun. Once permission is received, the gifted education teacher at the local school will begin collecting data in all four categories.

6. **Referral Limitations**

Once a student is evaluated and found ineligible, they cannot be re-tested until **two years have expired**. Students who are found ineligible and have met two of the four required criteria, and whose score is within 10% of the required score in the two areas that they did not meet, may be retested before the two year time frame.

NOTE: Refer to Referral Flowchart found on page 7

IV. Assessment Procedures

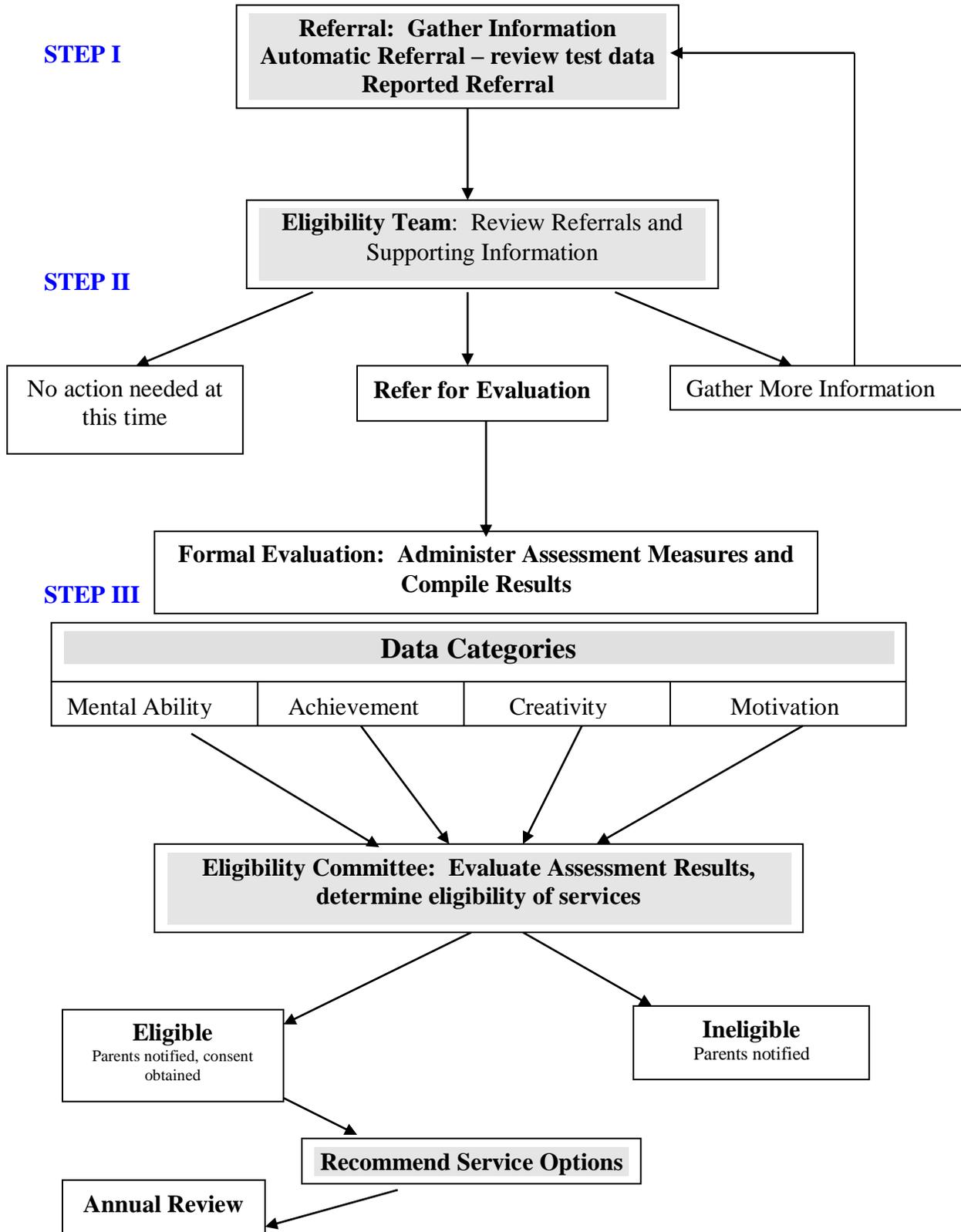
A. Evaluator

All students referred for gifted education services, regardless of his or her race, color, religion, national origin, age, disability, or sex, will be assessed by a gifted endorsed individual(s) or a designee trained in assessment.

B. Evaluation Instruments

Forms of assessment and the instruments used for each category are listed in the chart on page 8. Evaluation instruments used in the assessment of students referred for gifted education services must meet GADOE requirements of currency, available scores, bias, norming sample, and content. Assessment data must be no more than two years old at the time the eligibility decision is made.

REFERRAL PROCESS



Assessment Instruments Adopted for Assessing Students Referred for Gifted Education

Instruments used by Treutlen County Schools include, but are not limited to the following:

Mental Ability	Achievement	Creativity	Motivation
Cognitive Abilities Test (CogAT)	Iowa Test of Basic Skills	Torrance Tests of Creative Thinking (TTCT)	Grades K-8 *Gifted Rating Scale (GRS) Motivation Subscale
Brief Intelligence Test (K_BIT)	Stanford Achievement Test	*Gifted Evaluation Scale 3 (GES3) <i>Creativity sub-Scale</i>	*Gifted Evaluation Scale 3 (GES3) Motivation subscale
Naglieri Non-verbal Ability Test (NNAT-2)	Preliminary Scholastic Assessment Test (PSAT)	*Gifted Rating Scale (GRS) – <i>Creativity Subscale</i>	*GPA ≥ 3.5 on 4.0 scale grades 6-8 90 on a 100 point scale
	American College Testing Program (ACT)		Grades 9-12 * GPA ≥ 3.5 on 4.0 scale <i>Grades 9-12 (upper 10%)</i>
	Scholastic Assessment Test (SAT)		*Gifted Evaluation Scale 3 (GES3) Motivation subscale

*NOTE: No more than one rating scale shall be used to establish a student's eligibility for gifted program placement.

Mental Ability – consists of a standardized, norm-referenced group mental ability test. The primary instrument is the current edition of the **Cognitive Abilities Test**. Secondary instruments include others in the chart above. The **Naglieri Nonverbal Ability Test** may be selected as the primary assessment instrument where the test administrator believes language differences might unduly influence overall test results. If the construct of mental ability is the deciding factor and is at or above the 90th percentile when all assessment is complete, the Eligibility Team may elect to request that additional assessment be done in this category.

Achievement – consists of the administration of a current form of a standardized, norm-referenced group achievement test. When this assessment data is a part of the student standard education record and is not more than two years old, this data can become a part of the assessment portfolio and no additional testing would be needed for this category.

Creativity – consists of the administration of a standardized norm-referenced test of the construct of creativity or the use of a standardized rating scale that evaluates the construct of creativity. The primary instrument is the current edition of the **Gifted Evaluation Scale 3 or Gifted Rating Scale– creativity sub-scale**. A secondary instrument that may be used is the **Torrance Test of Creative Thinking (Figural or Verbal)**. Classroom teachers respond to the rating scale.

Motivation – consists of the administration of a standardized rating scale or the use of Grade Point Average. Instruments of choice by grade levels are listed in the chart above. Classroom teachers respond to the **Gifted Rating Scale or the Gifted Evaluation Scale 3 – motivation sub-scale**.

C. Origin of Scores

Assessment data submitted from sources outside the school district, such as private assessment, may be considered as part of the evaluation process. This outside data may not be substituted for data the school district generates during the testing process and may never be the sole source of assessment data for determining eligibility for program services. **Privately obtained data will supplement school generated data but will not be accepted for use in an eligibility decision.**

D. Assessment Process

Assessment data must be obtained in all four categories (mental ability, achievement, creativity, and motivation). **All test instruments must be kept under lock and key.**

While the GA-BOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS permits the evaluation of products and performances for the categories of achievement, creativity, and motivation, Treutlen County Schools will not be using products and performances for determining program eligibility at this time.

Gifted education teachers responsible for the assessment process must maintain a testing log showing the dates for each part of the assessment process. (See sample Testing Log in Appendix)

V. Eligibility

A. Eligibility Team

The composition and functions of the Eligibility Team are delineated in III.B.5.

B. Review of Assessment Data

The local school Eligibility Team will conduct a review of student data to determine whether a student meets the eligibility criteria for gifted education services. The criteria for each category of assessment is identified in the chart on the following page. If a student is deemed eligible for gifted education services, it is the responsibility of the Eligibility Team to identify the type(s) of service(s) needed based on the assessment data. The **Eligibility/Placement Form** is used to document assessment results, membership of the Eligibility Team, and the decision regarding the student's eligibility for gifted education services. A copy of this document can be found in the Appendix.

C. Eligibility Criteria

Students may be determined eligible for gifted education services based on meeting criteria in either Option 1 or Option 2 of the Georgia BOE Rule 160-4-2-.38. Criteria for each category is outlined in the chart on the following page.

Georgia Eligibility Criteria for Gifted Programs
Rule 160-4-2-.38
(Multiple Criteria)

Information shall be gathered in each of the **four categories**

At least one of the criteria **must be met by a score on a nationally normed test.**

Any data used to establish eligibility in one area **shall not** be used to establish eligibility in another area.

Any test score used to establish eligibility shall be **current within two years.**

Data gathered and analyzed by a source outside the school system **shall** be considered **as part** of the nomination and evaluation process.

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

INITIAL ELIGIBILITY

Georgia Regulations provide two options for determining a student's eligibility for gifted program services.

Option 1: A student must score at the 99th %ile (grades K-2) or the 96th %ile (grades 3-12) on the **full scale score** of standardized mental ability test **and** meet one of the achievement criteria described above. Data must be collected in all four categories.

OR

Option 2: Qualify through a multiple-criteria assessment process by meeting criteria in any three of the four areas listed above.

Rule 160-4-2-.38 amendments
Adopted by GBOE 5.10.2012

Eligible Students

Once it is determined that a student is eligible for gifted education services, consent for special service must be obtained from the parents/guardians before services begin. The **Eligibility/Placement Report** has a place for parents to sign permission and return a copy of the document. A copy of the eligibility form will be placed on the student's standard education record signifying that a supplemental file for this student is maintained by the school system.

Parents must be provided a description of the program and the type(s) of service(s) that will be provided for their child. Parents shall be provided an opportunity to schedule a conference to discuss the eligibility criteria and the assessment results.

Once the Eligibility/Placement Report has been signed by the parents/guardians, the child may begin gifted education services.

2. Ineligible Students

If a student does not meet the eligibility criteria for gifted education services, parents must be notified in writing and offered an opportunity to discuss the eligibility criteria and assessment results at a scheduled conference with school personnel.

For a period of two years, referral and assessment materials on ineligible students will be maintained in a separate secure file and marked as **TNP (Tested Not Placed)**.

VI. Continuation Procedures

For a student to continue to receive gifted education services, (s)he must have satisfactory performance in the gifted education classroom.

ELEMENTARY:

Satisfactory academic performance is defined as:

- 85 or above in gifted classes..

MIDDLE SCHOOL and HIGH SCHOOL:

Satisfactory academic performance in the gifted class is defined as:

- 80 or above or 3.0 GPA in the gifted class.

Satisfactory Performance following a Plan of Improvement

If a student satisfactorily meets the terms of the Plan of Improvement, gifted education services will continue. Parents will be notified of this decision.

Unsatisfactory Performance – Development of a Plan of Improvement (POI)

When a student's performance is deemed unsatisfactory in either the regular classroom or in the gifted education classroom, a referral will be made to the Eligibility Team. The student's parents will be notified that the student's placement in the gifted program is in jeopardy. The Eligibility Team will create a **Plan of Improvement** Contract that will be used over a 9-week period by the classroom teacher and/or the gifted education teacher. Following this 9-week period, a second meeting of the Eligibility Team will be scheduled to review the student's progress. During this time, the student's placement for receiving gifted education services is in jeopardy and the student is on probation. The **Plan of Improvement** describes the goals that must be met in order for the student to continue to receive gifted education services during the probationary period. At the conclusion of the probationary period, the Eligibility Team will review the goals of the **Plan of Improvement**. If the student has been able to meet the prescribed goals, placement in the gifted education program will continue; if the goals are not met, gifted education services will be discontinued following written notice to the parent(s). A Withdrawal Form will be sent to the parents/guardians. A copy of the Withdrawal Form will be retained in the student's gifted education file.

A Plan of Improvement and Probation for unsatisfactory performance in the middle and high schools' advanced content classes will be addressed based on the content area in which services are provided. A student who is served in more than one content area as gifted may be removed from gifted services in one content area for unsatisfactory performance but remain eligible for gifted services in another content area if performance in that content area is satisfactory.

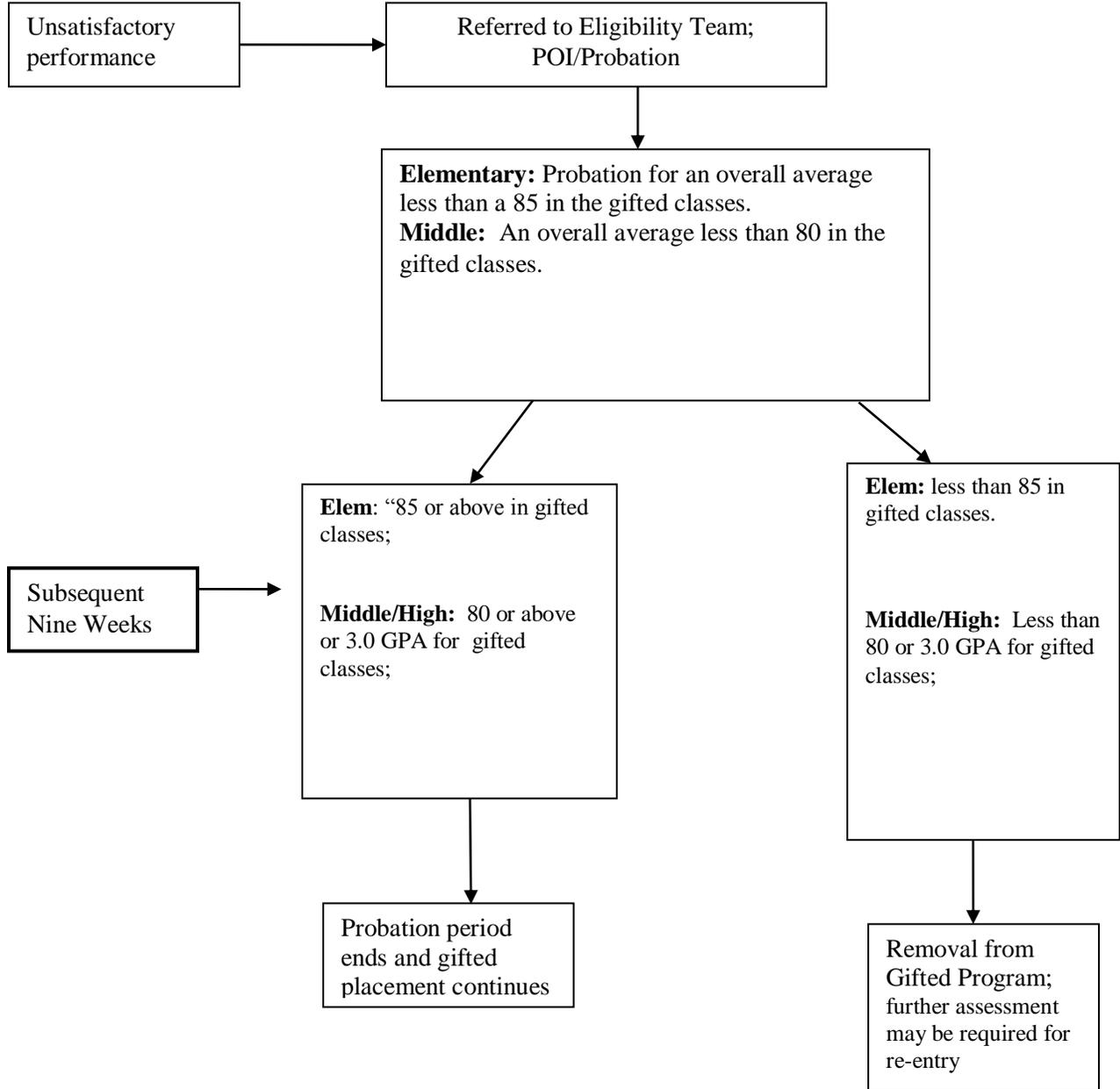
NOTE Unsatisfactory Performance Flowchart on the following page.

A time-frame of one grading period will be established for meeting the prescribed improvements.

Grading period is defined as:

- Elementary 9 week-period
- Middle School 9 week-period
- High School 9 week-period

UNSATISFACTORY PERFORMANCE FLOWCHART



Re-Entry

Students who have exited from the program due to unsatisfactory performance on a Plan of Improvement may re-enter the gifted program when satisfactory performance has been demonstrated for one school year. Anyone eligible for making a referral may refer a student for re-entry. The **Re-Entry Form** will be used to apply for reinstatement of gifted education services. Once the Re-Entry Form is completed, the local school Eligibility Team will determine the process of re-entry. Depending on the length of time since the student exited the program, new assessment data may need to be obtained.

Students who exit the gifted program for reasons other than unsatisfactory performance may also re-enter the program. The **Re-Entry Form** should be used to indicate an interest in re-entering the program.

VII. Reciprocity

A. Students from other Georgia Gifted Programs

Upon receiving current records, any student who has been identified as meeting the state eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system in the state. A student who withdraws from a gifted program in another school district in the State of Georgia and enrolls in Treutlen County School System shall need to present documentation that confirms gifted education service in the previous school district. Gifted students transferring from one school system to another within the state shall continue to receive services in the Treutlen County School System. However, the transferred student must meet the terms of the Treutlen County School System Continuation Procedure to continue to receive services.

B. Gifted Students – Transfer from Out of State

There is no mandated reciprocity between states. Out-of-state data from other school systems may be used in making eligibility decisions if the data meets Georgia criteria. Parents interested in their child receiving gifted education services will need to follow standard referral procedures.

C. Procedure for Transfer Students

1. Gifted students transferring to the Treutlen County School System from other Georgia school systems will be served in regular education programs until the local Eligibility Team can confirm placement and/or gifted education service(s) in the previous school district. According to standard procedure, the parent will sign an **Authorization to Release Information** document so that information on gifted eligibility and services may be obtained from the student's prior school. (*This is separate from a request for regular school records.*) Once this has been confirmed, service in the gifted program can begin and the student will continue to receive services based on the Continuation Procedure of the Treutlen County School System.

2. Gifted students transferring from programs out-of-state or out of the country will be served in regular education programs until the local Eligibility Team has had the opportunity to review previous school records and a determination made as to whether additional assessment needs to be done. According to standard procedure, the parent will sign an **Authorization to Release Information** document so that information on gifted eligibility and services may be obtained from the student's prior school. *(This is separate from a request for regular school records.)*

D. Home School, Parochial, and Private School Students

Students who were previously identified as gifted according to Georgia criteria and who left public school to enter a home school, parochial school, or other private sectarian or non-sectarian school may re-enter gifted education services upon documentation that the student meets local continuation criteria. In the absence of this documentation for confirmation, the local Eligibility Team may decide that current assessment data may need to be obtained.

Students are **not** to be placed temporarily in gifted education classes pending receipt of school transcripts and confirmation of gifted eligibility and prior gifted education services. The local school Eligibility Team must confirm eligibility and prior services and that the student left gifted education services in good standing. An exception to this would be in the case of Advanced Content classes where the student may be a high-performing student who meets the criteria for Advanced Content classes and where there is available space for service.

Transfer students, including home school students, must meet the standards of Treutlen County Schools' Continuation Procedure in order to be eligible for gifted education services. At times grades may not be available for home school students. The student's success in the home school program must be confirmed. The parent is to provide proof that the student has performed at an above average level in the home school curriculum (satisfactory performance). Examples of student work, tests, or other data may be submitted to document the level of the curriculum provided and the student's response to that curriculum. This data will be evaluated by the local school Eligibility Team to determine appropriate academic services.

E. Transfer of Students Who Are Dependents of Active Military Personnel: (Georgia Code 20-2-2162)

Upon initial enrollment into the Treutlen County School System, any student who (1) has been identified as gifted in the school from which the student transfers and (2) is the dependent of active duty military personnel may be placed in the Gifted and Talented Program temporarily.

The school's Eligibility Team will review assessment data to determine if the student meets Georgia criteria for gifted services. Additional assessment may be required to determine eligibility in Georgia for gifted services to continue.

If a student is initially placed in a gifted class and the Eligibility Team determines the student does not meet Georgia gifted eligibility requirements – through review of transfer records and additional assessment if necessary – the student will be removed from the gifted program. Parents of the elementary students served in a resource model may choose to delay placement in the gifted program until any necessary additional assessment is completed.

VIII. Annual Review

Each spring the gifted education teacher shall complete an Annual Review of Progress in the regular classroom and the gifted class(es) for each gifted student. Documentation of this review shall be recorded on the **Annual Review Form**. This form also reports to parents the type of gifted education services that will be provided during the next school year. A copy is retained in the student's gifted education file and a copy is sent to the parents.

IX. Delivery Models

A. Elementary School

The delivery models for elementary students may include **Cluster-grouping**, **Resource** and/or **Collaborative Teaching**.

Cluster Grouping Model

In the **Cluster-Grouping Model**, a cluster of gifted students are assigned to an otherwise heterogeneous class. The classroom teacher holds the gifted endorsement certificate. During the week and throughout the school year, the classroom teacher identifies areas of academic strengths and provides separate lesson plans and/or contracts as required by *GADOE* for gifted students in the cluster. Documentation of this differentiation must be maintained in the gifted student's file. Service through this model is provided at a minimum of 5 segments per week.

Resource Model

In the **Resource model**, gifted students are pulled out of the regular classroom to meet with other gifted students and the gifted education teacher. The curriculum for this model is content focused but interdisciplinary. Gifted students may receive no more than 10 segments per week of resource class services.

Collaborative Teaching Model

In the **Collaborative Teaching Model**, direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). The gifted specialist, the regular classroom teacher, and the gifted student (when appropriate) collaborate in the development of challenging assignments which substitute for or extend the core curriculum objectives which the identified gifted student has already mastered.

B. Middle School

The delivery models for middle school students may include **Cluster Grouping, Advanced Content, Resource** and/or **Collaborative Teaching**. The gifted course content is significantly different (more rigorous) in content, pace, process skills, and student expectations.

Cluster Grouping Model

In the **Cluster-Grouping Model**, a cluster of gifted students are assigned to an otherwise heterogeneous class. The classroom teacher holds the gifted endorsement certificate. During the week and throughout the school year, the classroom teacher identifies areas of academic strengths and provides separate lesson plans and/or contracts as required by *GADOE* for gifted students in the cluster. Documentation of this differentiation must be maintained in the gifted student's file. Services through this model are provided at a minimum of 5 segments per week.

Advanced Content Model

In the **Advanced Content Model**, students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. The Advanced Content Criteria Matrix Form (see page 51) is used to establish placement for Advanced Content Classes.

Resource Model

In the **Resource model**, gifted students are pulled out of the regular classroom to meet with other gifted students and the gifted education teacher. The curriculum content for this model is content focused but interdisciplinary. Gifted students may receive no more than 10 segments per week of resource class services.

Collaborative Teaching Model

In the **Collaborative Teaching Model**, direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). The gifted specialist, the regular classroom teacher, and the gifted student (when appropriate) collaborate in the development of challenging assignments which substitute for or extend the core curriculum objectives which the identified gifted student has already mastered.

C. High School

The delivery models for high school students may include **Cluster Grouping, Advanced Content, Resource, Collaborative Teaching, Mentor/Internship**, and/or **Joint Enrollment/Post-Secondary Options**. The gifted course content is significantly different (more rigorous) in content, pace, process skills, and student expectations.

Cluster Grouping Model

In the **Cluster-Grouping Model**, a cluster of gifted students are assigned to an otherwise heterogeneous class. The classroom teacher holds the gifted endorsement certificate. During the week and throughout the school year, the classroom teacher identifies areas of academic strengths and provides separate lesson plans and contracts for gifted students in the cluster. Documentation of this differentiation must be maintained in the gifted student's file. Services through this model are provided at a minimum of 5 segments per week.

Advanced Content Model

In the **Advanced Content Model**, students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. . The Advanced Content Criteria Matrix Form (see page 51) is used to establish placement for Advanced Content Classes. At the high school level, Advanced Content courses may be Advanced Placement (AP) or Honors Classes. Courses utilized in Advanced Placement must be courses designed and offered through the College Board, Advanced Placement Program. Instructors use a specific curriculum developed by the College Board. AP courses may have gifted and other high-performing students enrolled in them. For gifted education service to be counted for gifted students enrolled in these courses, instructors must either hold the gifted education endorsement or have ten clock hours of professional development in characteristics of the gifted and curriculum differentiation.

Resource Model

In the **Resource model**, gifted students are pulled out of the regular classroom during the week to meet with other gifted students and the gifted education teacher. The curriculum content for this model is content focused but interdisciplinary. Gifted students may receive no more than 10 segments per week of resource class services.

Collaborative Teaching Model

In the **Collaborative Teaching Model**, direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). The gifted specialist, the regular classroom teacher, and the gifted student (when appropriate) collaborate in the development of challenging assignments which substitute for or extend the core curriculum objectives which the identified gifted student has already mastered.

Mentor/Internship

A gifted student works with a mentor to explore a profession of interest. The gifted education specialist maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals. The student may participate in the gifted mentorship/internship for one or two segments per day. An individual student contract documents the work to be done, the learning objectives for the gifted student, the dates and amount of time the student will be participating in the internship/mentorship, the means by which the gifted student's learning will be assessed, and the responsibilities of the gifted education teacher and the mentor.

Joint Enrollment/Post-Secondary Options

High school students may be enrolled in college, university, or technical school courses. Students enrolled in such courses receive both high school and college credits, and this instruction may serve as the gifted instruction local districts are required to provide for qualified students. These students **must** have an individual student contract which shows the reason(s) why he/she needs a more advanced curriculum than any which could be provided on the high school campus, the learning objectives for the gifted student, the dates and the amount of time (in segments) the student will participate in the joint enrollment arrangement, and the means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

D. Approved Innovative Models

If a school district desires to implement a gifted program delivery model other than one of the models described above, the district must submit a description of that plan to the Department of Education's Gifted Education Specialist. The plan must clearly describe the rationale for the special model, the goals and the objectives for the program, the advanced nature of the curriculum which will be provided to gifted learners, how the model's effectiveness will be evaluated, how FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTE will be generated).

X. Class Size

Class sizes are governed by GA BOE Rule 160-5-1-.08. Identified gifted students served in approved delivery models can be counted for Full Time Equivalent (FTE) earnings at the gifted weight.

XI. Curriculum Description

A. Skills

The curriculum for gifted education shall incorporate the skill areas basic to gifted education:

1. Cognitive skills
2. Learning skills
3. Research and Reference skills
4. Metacognitive skills

These skill areas shall be incorporated into thematic units and learning activities at each grade level and into one or more of the basic academic content areas: language arts, mathematics, foreign language, social studies, and science.

B. Content

Units of study developed for the gifted education curriculum shall incorporate the Georgia Standards of Excellence (GSE) approved by the Georgia Board of Education. The units will vary from year to year and from teacher to teacher. In every case, the units will provide the differentiated challenge needed by gifted students. This latitude in specific topics studied within the content areas is designed to allow the teachers the flexibility to respond to the needs, interests and abilities of the students. Units of study are content focused with interdisciplinary learning activities throughout.

The content is differentiated, more rigorous, and significantly different from that of the regular classroom; and the student expectations call for utilization of higher levels of thinking and questioning.

Courses such as Advanced Placement follow prescribed curriculum prepared and approved by the College Board.

A description of the differentiated curricula will be submitted to the GADOE at least annually.

XII. Miscellaneous Procedures

A. Communication

A Treutlen County School System web site has a direct link to the GADOE gifted website.

B. Program Evaluation

Regular evaluation of gifted program shall be conducted in order to learn of program improvements that need to be made from time to time. Evaluation will also identify those things that are being used successfully so that they can continue to be used. Formal (e.g., surveys of various audiences) and informal input from students, teachers, parents, and administrators will be collected on an on-going basis.

Gifted education teachers shall annually review their needs for materials, textbooks, equipment, and other resources. Materials ordered shall be selected based upon their relevance to the next year's projected curriculum and new items that have come on the market. Input from curriculum specialists, consultants, and the Gifted Facilitator for the program will be solicited as necessary.

The Treutlen County School System shall undergo a program evaluation every three to five years by an outside entity to ensure that we are in compliance with GADOE guidelines. The purpose of this evaluation shall be to ascertain program effectiveness in the areas of:

- Student Search and the Referral Process
- Student Assessment
- Program Design
- Curriculum and Instruction
- Professional Development
- Family-Community Involvement

C. Grades

1. **Elementary** – Each grading period a grade report will be sent to parents and will report the work of each gifted student. Resource students will also receive a Gifted Resource Evaluation Rubric with each report card. A copy of this report will be retained in the student’s gifted program file.
1. **Middle and High School**– Grades for Advanced Content courses will be reported on the regular system report card each grading period.

D. Confidentiality of Student Records

The privacy rights of gifted children and their parents or guardians shall be recognized in the same manner as any child’s rights are recognized under the Family Education Rights and Privacy Act of 1974 (FERPA), and the regulations promulgated thereto.

Information on all students evaluated for the Gifted Program will be recorded on the gifted education teacher’s Due Process Log which will be retained in a secure file. Due Process documents for students who meet the eligibility criteria for program service shall be retained in a separate file known as the student’s Gifted Program file. These files are retained separately from the standard educational records and are kept under lock and key. When requested, a copy of this information may be forwarded to other school systems as a part of the child’s regular transcript and cumulative folder information.

E. Maintaining Student Records

Student records are to be maintained at Treutlen County Schools. A copy of the student record will be maintained by the gifted teacher or designee at the school. When a student moves or is terminated, the records should be moved from an “Active” status to an “Inactive” status. Information pertaining to the student’s participation in the gifted program may be forwarded to a receiving school or school system by the Gifted Facilitator.

F. Make-up Work for Elementary Students (Resource Model)

Elementary gifted students who miss regular class instruction are NOT required to make up all work missed while participating in the gifted resource program. Students are responsible for **content**. Regular education assignments must be **modified** so as to avoid penalizing students while participating in the gifted program.

G. Discipline Issues (Resource Model)

Students in resource classes will be held to the same discipline standard as the regular education program as outlined in the Code of Conduct. For students who have a designated resource day, unsatisfactory behavior incurred on a non-gifted day should not be punishable on a gifted day. (Ex: Student gets into trouble in the regular education classroom on Tuesday should not be assigned ISS on Wednesday if that is his/her designated resource day. ISS would be assigned on Thursday.)

H. Attendance (Resource Model)

Attendance is mandatory.

I. Professional Development

Regular professional development sessions for gifted education teachers will occur throughout the school year for the purpose of communicating and sharing new and successful teaching strategies and ideas. These sessions will be scheduled so as not to interfere with the regular school day.

J. Data Collection

The Gifted Facilitator shall annually collect and maintain data that includes:

- Number of students referred for evaluation,
- Number of students determined to be eligible, and
- Number of students actually served during the year.

This data shall be kept by grade level, sex, and ethnic group and is reported to the Georgia Department of Education, Gifted Education Specialist on an annual basis.