



## **Rome City Schools Gifted Programs**

### **Continuation Procedures**

Continued placement in Rome City Schools gifted program, according to Georgia State Department of Education regulations and procedures and Georgia Board of Education Policy IDDD, shall consist of satisfactory performance in the gifted program. Continuation procedures shall 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 lead gifted teachers. This evaluation will be based on the student's performance in the gifted program. Students receiving services shall maintain satisfactory performance through academic growth and progress towards mastery of the standards in each model gifted services are provided. Parents/Guardians will be notified as to whether performance is satisfactory or unsatisfactory. Intervention support and an improvement plan shall be provided if a student's performance in any model/class in which gifted services are provided suggests that support is needed. Intervention supports may include, but are not limited to, supports that address academic, behavioral, social, and/or emotional needs. Probation allows for students to receive interventions when their performance falls below continuation criteria. Termination of service occurs when a student no longer demonstrates a need for gifted services and shall only be considered if the intervention supports are proven, through progress monitoring data, ineffective. Documentation of the intervention supports, improvement plan, and progress monitoring data shall be maintained by the school's lead gifted teacher. If a change in service is necessary, the change shall only affect the content area in which intervention supports were provided. A change in service or termination of service shall be approved by both the lead gifted teacher, the system lead gifted teacher, and the director of gifted education.

Acceptable progress in the gifted resource class model in grades K-2 is defined as: Maintaining a majority of M's (M = meets the essential requirements) across both the process assessment objectives and across the performance assessment objectives.

Acceptable progress in the gifted resource class model in grades 3-6 is defined as: Maintaining an 80 or higher average in the gifted resource class.

Elementary gifted students served by the gifted resource class model will receive a Challenge Program Report Card each nine-weeks grading period. At the end of the fourth grading period, performance for the year will be reviewed/reported, Annual Review/Program Description (Form 7, 7a). If the student meets all continuation of service requirements, the annual review will indicate continued placement.

Acceptable progress in the advanced content class model in 7th and 8th grades is defined as: Maintaining a semester grade average of 80 in the advanced content class for which gifted service is provided and meeting standards in the content area on the current Georgia assessment. Students will be evaluated on each class separately and will not be removed from the entire program based on a grade in one class.

Acceptable progress in the advanced content class model in 9th-12th grades is 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 a grade in one class.

For students in K-12, in the event a student's performance is deemed unsatisfactory in the gifted education program/class, the parent/guardian will be notified at the end of each semester, and the student will be placed on probation for the next semester. Interventions will be administered during the probationary period. If the student has not resumed satisfactory performance, he/she will be withdrawn from the program/class

Parents/Guardians who decide to remove a student from the elementary gifted program or an advanced content gifted class shall make their request in writing to the gifted program teacher. The request shall state the reason(s) for the request. The request for dismissal will be acknowledged by the gifted program teacher. A conference will be scheduled to discuss the student's placement.

Students who have been dismissed can be referred for a gifted education program after two semesters. They shall be able to demonstrate satisfactory academic achievement in all content areas and meet referral and eligibility process criteria.

Transfer students who qualify for gifted services but whose performance does not meet continuation criteria may begin receiving gifted services on probation.

All probations and terminations shall be handled in writing. These forms require the parent's/guardian's signature or written documentation that efforts have been made to secure the parent's/guardian's signature. Form 8, 8a Elementary Probation Notice; Form 9, 9a Middle School / High School Probation Notice; Form 10, 10a Withdraw from Gifted Services in One Course; and Form 12, 12a Termination of Service.