

GIFTED EDUCATION RESOURCE MANUAL



CHARLTON COUNTY SCHOOL SYSTEM

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Contents

Introduction.....	4
Gifted Philosophy.....	4
Gifted Definitions.....	4
Gifted Traits.....	4
Instructional Program Policy.....	6
Adopted.....	6
Eligibility Requirements.....	6
Mental Ability.....	6
Achievement.....	6
Creativity.....	7
Motivation.....	7
Continued Participation.....	7
Definitions.....	8
Parent Notification Requirements.....	8
Reciprocity.....	9
Curriculum and Services.....	9
Data Collection.....	9
Part II: Charlton County School System.....	10
Mission Statement.....	10
Belief Statements.....	10
Gifted Education Philosophy.....	10
Gifted Education Goals.....	10
Gifted Education Services.....	11
Gifted Education Eligibility Requirements.....	12
Retest/Additional/Alternative Testing Policy.....	13
Acceleration Policy.....	13
Continuation Policy.....	13
Homework/Make-Up Work Policy.....	14
Reciprocity Policy.....	14
Military Transfers.....	15
Stakeholder Notification.....	15
Contact Information.....	16
Folkston Elementary K-3.....	16
Bethune Middle School 4-8.....	16
St. George Elementary K-6.....	16
Charlton County High School 9-12.....	16
Central Office.....	16
Gifted Education Program Overview and Curriculum.....	16
Part III: Administrative Procedures.....	18
Eligibility Committee Members.....	18
II. Eligibility Committee Preliminary Responsibilities.....	18
III. System/Automatic Nomination for Gifted Screening.....	18
IV. Formal Referral to Gifted Education Program.....	19
V. Committee Options.....	19
VI. Nomination Review Minutes.....	19
VII. Formal Evaluation.....	19
VIII. Evaluation Measurements (State Approved).....	19
IX. Retest Procedures Using Alternate Instruments (see retest policy).....	21
X. Evaluate Assessment Results and Recommend Services.....	21
XI. Gifted Education Placement/Non-Placement.....	21
XII. GaDOE Approved Gifted Education Delivery Models Revised 2012.....	22
Student Needs/Services Options Match.....	22
Direct Services.....	22
Resource Class (K-12).....	22
Advanced Content Class (K-12).....	23
Advanced Content Classes:.....	23

Advanced Placement (AP) Courses:	24
International Baccalaureate (IB) Diploma Courses:	24
Gifted Honors and IB Middle Years Program (IBMYP) Courses:	24
Cluster Grouping (K-12)	24
In-Direct Services	25
Collaborative Teaching (K-12)	25
Mentorship/Internship (9-12)	26
Approved Innovative Models	27
XIII. Annual Review	28
Students Recommended for Continuation	28
Students Not Recommended for Continuation	28
Other Forms of Dismissal: Parental/Student Request	28
XIV. Transfer of Students	29
Within Charlton County	29
Within the State of Georgia	29
Outside the State of Georgia	29
Military Transfers	30
XV. Transfer of Gifted Education Records	30
XVI. End-of-Year School-Level Reports	30
Part IV: Gifted Education Forms and Additional Guidance	32
Notification: Assurance of Access	33
Administrative Procedures Checklist	34
Authorized List for Access to Student Record	35
Information for Gifted Education Nominations	36
Nomination Form	37
Self-Nomination Response	38
Peer-Nomination Response	39
Teacher Observation Form	40
Notification of Consideration/Permission to Evaluate	41
Nomination Information Letter to Parents: No Further Evaluation	42
Primary/Secondary/Alternative Tests	43
Product/Performance Rubric for Motivation	44
Product/Performance Rubric for Creativity	45
Eligibility Report	46
Referral Information Letter to Parents: Non-Placement	47
Notification of Eligibility/Consent to Place	48
Annual Review/Program Description	49
Continuation Policy	50
Notification of Placement/Service Request	51
Notification of Probation	52
Notification of Dismissal	53
Voluntary Withdrawal Form	54
Review of Voluntary Inactive Status	55
Re-Entry Request Form	56
Running Record of Gifted Students	57
Checklist for Gifted Testing	58
School's Eligibility Team Report K-3	59
School's Eligibility Team Report 4-8	61
School's Eligibility Team Report 9-12	63
School's Eligibility Team Report 9-12	64
Post-Planning End-of-Year Checklist	65
RULE 160-4-2.38 REFERENCE CHART-English	66

Introduction

This manual is a companion document to State Law: OC.G.A. 120-2-152-152 SPECIAL EDUCATION SERVICES; SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS; SBOE Approved Regulations for Gifted Education Programs, and the Georgia Resource Manual for Gifted Education Services.

Gifted Philosophy

Georgia educators are committed to the belief that education is a means by which each individual has the opportunity to reach his or her fullest potential. We believe that all students have a right to educational experiences that challenge their individual development whether it is below, at, or beyond the level of their age peers. In accordance with this philosophy, Georgia schools provide educational programs that recognize and make provisions for the special needs of gifted and talented learners.

Gifted Definitions

According to the Javits Gifted and Talented Education Act (1988), “Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human behavior.”

The Georgia State Programs for the Gifted Rules and Regulations which were adopted in January, 1996, recognize gifted students as “students who demonstrate a high degree of intellectual, creative and/or artistic abilities, possess exceptional leadership skills, or excel in specific academic fields and who need special instruction and/or special ancillary services to achieve at levels commensurate with their abilities.” In January 1996, the Georgia Board of Education (GBOE) passed Rule 160-4-2-.38 (revised May 2012) Educational Program for Gifted Students [Code IDDD (2)], which allows for the use of multiple criteria in identifying and placing students into gifted education.

GBOE Rule 160-4-2-.38 A gifted student is defined as 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.

Gifted Traits

The following should not be viewed as a listing of traits that add up to a portrait of the gifted child. Giftedness lies not so much in the possession of a certain number of these traits as it does in the degree and combinations in which some of these traits may be present. For example, most children are curious; curiosity in itself does not mean giftedness. However, when a high degree of curiosity is present in combination with resourcefulness, perseverance, and a drive to organize and perfect, it may take the form of an intense desire to probe until a solution has been found and may well be an indication of giftedness.

1. **Heightened perceptual skills:**

Child is acutely aware of and responsive to his or her environment; uses all senses, is keenly observant and highly alert.

2. **Intense curiosity:**

Child probes for answers – through verbal questioning, by exploring independently, and/or by manipulating objects.

3. **Advanced problem-solving ability and conceptualization:**
Child thinks logically, draws conclusions, makes generalizations, transfers concepts to new settings, and makes good educated guesses.
4. **Motivation and perseverance:**
Child has an unusual degree of commitment to tasks (especially self-selected activities), becomes absorbed in work, puts tremendous energy and time into specific topics of interest, and tirelessly pursues interest to point of satisfaction. (These traits may be manifested in hobbies or collections.)
5. **Drive to organize and perfect:**
Child sets what may be impossibly high standards for self and for work, places great importance on quality of his/her performance.
6. **Search for challenge:**
Child welcomes complexity (often selecting it over the simple), enjoys games of thought and reason (and resists being provided with the solution), plays with ideas and words.
7. **Originality and humor:**
Child puts elements together in new ways, uses novel approaches to tasks and materials, often displays keen sense of humor, takes risks (often in the form of espousing unconventional or unpopular positions), is both flexible and fluent in generating ideas.
8. **Resourcefulness and independence.**
Child seeks own direction, is self-initiating, has high tolerance for ambiguity.
9. **Fondness for elaboration:**
Child loves to embellish by adding on to ideas, responses and solutions; generates alternatives; is concerned with detail.
10. **Acute sensitivity:**
Child reacts strongly to moral and social issues; feels joy, pain, injustice, sarcasm, rejection keenly; has intense empathy. (These abilities may make a gifted child painfully conscious of his or her separateness from others and highly self-critical. However, at the same time these very traits may contribute to the child's being well liked by peers and viewed by them as a leader; in other words, the social and emotional problems that may result from these traits may be more in the student's self-image than in others' perceptions.)
11. **The following characteristics may also be possessed:**
 - Child learns quickly, easily, efficiently.
 - Child has outstanding capacity to retain information.
 - Child learns to read early and is a prolific reader.
 - Child has exceptional verbal ability (large and advanced vocabulary, articulate self-expression).
 - Child has outstanding ability in a specific academic area.
 - Child is exceptionally talented in an area such as music, dance, art, drama.
 - Child is a natural leader, enjoys functioning in leadership roles, takes initiative and assumes responsibility in social settings, is sought out by peers when decisions need to be made.

Instructional Program Policy

Adopted

A gifted student is defined as 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. The Board of Education will maintain a school program designed specifically to meet the needs of intellectually gifted students.

Eligibility Requirements

Rule 160-4-2-.38: Gifted services are offered for all eligible students in grades K-8. Referrals for consideration may be made by teachers, counselors, administrators, parents, peers, or the students. To be eligible for gifted education services, a student must either (a) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a norm-referenced test of mental ability and meet one of the achievement criteria described below, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation.

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

Test scores used to establish eligibility shall have been administered within the past two calendar years and any data used in one area to establish a student's eligibility shall not be used in any other data category. Data shall be used for eligibility in the four areas according to the following:

Mental Ability.

Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score, as defined in the GaDOE *Resource Manual for Gifted Education Services*, on a norm-referenced test of mental ability.

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

Achievement.

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

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

Performances and products shall be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.

Creativity.

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

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

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

As evidence of creativity, students, or individuals on behalf of students, may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

Motivation.

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

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

As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

GPA's of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English/language arts, social studies, and full year world language, if such language study is included in the student's records.

Assessment data that were gathered and analyzed by a source outside the student's school or Charlton County shall be considered as part of the referral and evaluation process. External evaluation data shall not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations shall have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background.

Continued Participation

Charlton County shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education.

The continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the Charlton County BOE.

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

Definitions

- 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.

Parent Notification Requirements

A. Notification. Charlton County Schools shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:

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

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

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

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

The Charlton County BOE will establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.

Charlton County Schools will ensure that tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students and shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.

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

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

Reciprocity

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

Curriculum and Services

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

Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in the *GaDOE Resource Manual for Gifted Education Services*.

Data Collection

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

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

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

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

Part II: Charlton County School System

Mission Statement

The mission of the Charlton County School System is to provide a quality education for all students— NO EXCUSES.

Belief Statements

All children can learn.

All children deserve highly qualified and highly effective teachers.

Teachers and students deserve supportive, effective leaders

All students need and deserve a rigorous curriculum, access to technology, differentiated instructional strategies, and an effective system of research-based instructional supports in order to become college and career ready.

Teacher enthusiasm and efficacy are essential for students' motivation.

The learning environment must be comfortable, non-threatening, aesthetically appealing, appropriately structured and free of sarcasm for both teacher and student.

Parent and community support are critical for student academic success.

Students should be accountable for their learning through self-assessment of learning goals and establishing their own specific and challenging learning goals.

Gifted Education Philosophy

The philosophy of the Gifted Education Program is that the role of education is to maximize the strengths and potentials of all learners. Gifted students have unique strengths and potentials which require systematic, continuous, and flexible programming to provide the appropriately differentiated curricula and learning opportunities necessary to meet their individual needs.

Gifted Education Goals

Charlton has developed curricula for gifted students that incorporate SBOE approved curriculum. The curricula for gifted students focuses on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education. A description of the differentiated curricula used for instruction of gifted students is available on the BOE website. The LEA reviews and revises, if revisions are needed, its curricula for gifted students at least annually.

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

A differentiated curriculum for gifted learners includes the following expectations:

Content: Complex and challenging subject matter that:

Requires intellectual struggle

Utilizes primary documents

Integrates research skills and methods

Incorporates relevant and real-life experiences

Integrates interdisciplinary connections

Process: Instructional strategies are designed to:

Emphasize higher-order thinking, problem-solving and communications skills

Foster self-initiated and self-directed learning

Promote creative application of ideas

Model and encourage academic discussion

Product: Gifted student products should demonstrate a developmentally appropriate capacity for:

Self-directed learning

Meaningful collaboration

Effective problem solving of challenging and complex issues

Effective communication

Social and emotional understanding of self-relative to community, culture, and physical environment

Environmental: Physical setting and work conditions to:

Change the actual place where students work

Allow flexible time

Provide opportunities for independent study and in-depth research

Provide opportunities for mentorship

Assessment: Gifted learners need various methods and opportunities to document mastery of curriculum such as:

Pre/post tests

Self-assessment through rubrics

Creation of goal-based checklists

Conferencing, commentary, and qualitative feedback (Cobb, 2012)

Gifted Education Services

Students, grades kindergarten through twelve, in the Charlton County School System who demonstrate a high degree of intellectual, academic, creative and/or artistic ability shall be provided special services by the program for gifted students for a minimum of five (5) segments a week or the annual equivalent. Eligibility criteria for placement in this program shall comply with criteria established in the regulations of the State Department of Education Code IDDD (2), Rule 160-4-2-.38 Education Program for Gifted Students and the State Board approved regulation for Gifted Students.

Teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities may make referrals for consideration for eligibility for gifted education services. Automatic referrals for consideration will be made for all students who score at or above the 90th percentile on system wide mental ability tests, if administered, and/or who score at or above the 85th percentile composite or 90th percentile total reading (including comprehension) or 90th percentile total math on system wide achievement tests.

Delivery models for serving gifted students may include any of the following: (K-12) Resource Model, Cluster Group, Collaborative Teaching, Advanced Content (6-12); (9-12) Advanced Placement, Internship/ Mentorship; (11-12) International Baccalaureate, or any other State Department approved delivery model which appropriately serves the identified needs of the gifted students in elementary, middle, and high school.

Courses of study will be appropriately modified (in content, teaching strategies, and expectations of student mastery) for gifted students to be appropriate for gifted learners. Curricula based on the Georgia Standards of Excellence (GSE) focuses on academic skills, using differentiated principles to provide opportunities for gifted students to achieve at levels commensurate with their identified abilities. Curriculum objectives shall focus on developing cognitive, learning, research and reference, and metacognitive skills.

Gifted Education Eligibility Requirements

In option A and B, information must be gathered from each of the four categories.

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 may not be used to establish eligibility in another category.

If a rating scale is used to evaluate creativity, a rating scale may not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale may not be used to evaluate creativity.

Any piece of information used to establish eligibility must be current within two years.

Outside test data may be considered, but not substituted for data the school generates when determining initial eligibility in Georgia.

Rule 160-4-2-.38: To be eligible for gifted education services, a student must (Option A) score $\geq 99^{\text{th}}$ percentile composite score (for grades K-2) on a nationally normed mental ability test or $\geq 96^{\text{th}}$ percentile composite score (for grades 3-12) on a nationally normed mental ability test and score \geq the 90th percentile (K-12) in Total Reading, Total Math, or Complete Battery on a nationally normed achievement test. (Creativity and motivation evaluation data must also be collected), OR (Option B) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability (intelligence), achievement, creativity, and motivation. Data must be current within two years and must be collected in all four areas. Criteria for gifted eligibility in the four areas is as follows:

Mental Ability- Score $\geq 96^{\text{th}}$ percentile composite OR an appropriate component score on a nationally age normed mental ability tests.

Achievement- Students (K-12) must (a) score $\geq 90^{\text{th}}$ percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test or (b) receive from a panel of three or more qualified evaluators a score ≥ 90 on a scale of 1-100 on a structured observation/evaluation of superior products and/or performances.

Creativity- Students (K-12) must (a) score $\geq 90^{\text{th}}$ percentile on the composite score on a nationally normed creativity test OR (b) receive a score $\geq 90^{\text{th}}$ percentile on a standardized creativity characteristics rating scale, or (c) receive from a panel of three or more qualified evaluators a score ≥ 90 on a scale of 1-100 on a structured observation/evaluation of superior creative products and/or performances.

Motivation- Students (grades 6-12) must maintain a 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 a full year world

languages, or (K-12) a score equivalent to ≥ 90 percentile on a locally administered rating scale used to qualify student motivation, or (K-12) receive from a panel of three or more qualified evaluators a score > 90 percentile on a scale of 1-100 on a structured observation/evaluation of superior products and/or performances.

Retest/Additional/Alternative Testing Policy

All students at each grade level who are evaluated for possible gifted education placement will be administered the same battery of tests unless special circumstances indicate a need for an alternative test or additional information. Special circumstances include: 1) a student scores within one standard error of measurement, 2) there is evidence that factors such as illness or anxiety may have negatively influenced the student's performance, 3) evaluation data indicates a need for additional information (e.g., a test of non-verbal intelligence for a culturally/ linguistically different student), or 4) specific strengths and/or weaknesses are noted and the student is deemed atypical (see Table 3). Outside test data may be considered, but not substituted for data the school generates when determining initial eligibility in Georgia.

Acceleration Policy

Acceleration is an academic intervention that allows students to move through the curriculum at a faster rate. Acceleration allows for the best match between the readiness and motivation of the gifted student and the level and pace of instruction. Most, although not all, gifted students benefit from an accelerated curriculum. The Gifted Education program offers an accelerated curriculum when appropriate to meet the individual academic needs of our gifted students. Age appropriate acceleration is provided through enrichment activities, curriculum compacting, directed/independent studies, advanced content and advanced placement courses, joint enrollment or any other approved acceleration option as deemed appropriate by the gifted eligibility/placement committee and approved by the Charlton County Board of Education. Individualized accommodations are provided within the classroom for gifted students for whom an accelerated curriculum is not appropriate.

Continuation Policy

Each student participating in Charlton County's gifted education program in grades K-12 will have his/her progress evaluated at the end of each semester. Any student who receives gifted education services shall continue to receive services provided the student demonstrates satisfactory performance in gifted education classes. The grade average considered satisfactory shall be an overall 70 average and/or a satisfactory rating for interdisciplinary resource classes.

Students receiving gifted education services shall adhere to the Student Code of Conduct established for all students attending Charlton County schools. The gifted education committee and/or the school administration will address behavior problems as necessary.

Any student who fails to maintain satisfactory progress in gifted education classes shall enter a probationary period in which the student shall continue to receive gifted education services while attempting to achieve satisfactory performance status. An academic Plan of Improvement will be established between the student, parent, gifted education teacher, and other teacher(s) involved. To accomplish this Plan of Improvement, the student will be given a probationary period of one semester.

Should the student fail to demonstrate satisfactory performance in gifted education classes during the probationary period, and should gifted education services be deemed no longer appropriate, the student shall have a final review by the Eligibility Committee before cessation of services occurs. If a student's services in gifted education are discontinued the parent will be notified and the student will cease to receive those services during a minimum period of one semester. Any student who desires and

is approved for readmission to the gifted education program must have eligibility criteria current within two years.

Voluntary Inactive Status: In the event participation in the gifted education program appears not to be in the student's best interest, the parent, gifted education teacher, or classroom teacher may submit in writing the reason(s) for the requested change. The parent will be asked to meet with the school's Eligibility Committee to discuss this decision. A student may be on voluntary inactive status for up to one semester during a three-year period.

Homework/Make-Up Work Policy

Gifted Education students are to be held responsible for mastery of all standard curriculum objectives. However, due to the unique nature of the Gifted Education Program and the workload that these students are expected to carry, they will, in most cases, be excused from daily and related homework assignments given while participating in Gifted Education classes. While all classroom assignments are important, requiring Gifted Program students to make up all work is actually a penalty to the gifted student. The following are guidelines to be used when making decisions regarding work missed while attending Gifted Education classes:

1. Students attending Gifted Education classes will be excused from the daily/homework assigned during the class period(s) missed. Students will be excused from these assignments without penalty to their grades, loss of other scheduled activities, or loss of classroom privileges.
2. Mastery of standard curriculum objectives may be determined by oral review, teacher observations, quizzes, modified assignments, and/or a few selected problems. It is the responsibility of the regular classroom teacher and the student to determine mastery of objectives reflected in daily/homework assignments missed while participating in the Gifted Program.
3. If mastery of standard grade appropriate objectives becomes a problem for any Gifted Program, the classroom teacher and the gifted education teacher should work together to find a solution to the problem.
4. Tests, science labs, and other major or long-range assignments should not be made up before or after school. It is the responsibility of the student and classroom teacher to make alternate arrangements to ensure that the assignment is completed in a reasonable time period agreed upon by the teacher and the student. (For example, a test administered while the gifted student is attending the Gifted Program might be made up the following class day in lieu of that day's assignment.)
5. Time spent in the Gifted Program class is governed by State Regulations. Therefore, students are not to miss any of the scheduled time for Gifted Program services. Assignments due on the day the student is to attend the Gifted Program class(es) are to be turned in at the next scheduled class time.

It is certainly important that Gifted Program students succeed in their regular education academic classes. By not requiring daily assignments in addition to Gifted Program assignments for these students, the classroom teacher can take some of the pressure off and encourage student success. The thinking skills that gifted students are learning and practicing in the Gifted Program can only enhance their performance in regular education classes.

Reciprocity Policy

Any student who meets the state eligibility criteria for gifted education services shall be considered eligible to receive services in the Charlton County School System. The Eligibility Committee may consider test data gathered outside the local school system for initial eligibility if current within two years. However, this outside data shall not be substituted for data the school generates during the testing/evaluation process.

In-state: A student transferring into Charlton County from another school system in Georgia must meet the criteria for continuation of gifted education services established by the Charlton County Board of Education (see Continuation Policy).

Out-of-state: There is no mandated reciprocity between states. Consideration of gifted education services for students transferring into a Charlton County School from out-of-state is as follows:

1. The Eligibility Committee reviews the enrollment records to determine if the student meets the system's continuation policy requirement.
2. The Eligibility Committee may consider evaluation data that is no more than two years old at the time of the referral if it meets state criteria under GBOE Rule 160-4-2-.38.
3. Proceed as if the student is a new nomination if:
 - a. Test data is more than two years old at the time of the transfer.
 - b. Evaluation data does not meet criteria for GBOE Rule 160-4-2-.38.
 - c. Evaluation data is not available.

Military Transfers

Gifted students transferring into Charlton County schools due to a military transfer will be served until Georgia eligibility can be established. The eligibility team will meet with the parents and student to determine which differentiated services would best meet the student's needs. The student will be evaluated immediately.

Stakeholder Notification

The school system employs multiple methods of notification to ensure parents and other stakeholders (i.e., students, teachers, administrators, and community member) are informed of the gifted education services provided by the Charlton County School System. At a minimum, the gifted education referral procedures and eligibility requirements are included in all student handbooks, shared at parent meetings as appropriate, and posted on the school system and schools' web pages. Central office also places an annual notice in the local newspaper to inform stakeholders of the gifted education program, who may refer, who to contact, and how to obtain additional information. In addition, all gifted notification forms are available in an International Spanish format. Schools notify central office of additional translation needs as they arise.

Schools are encouraged to provide specific opportunities for family and community involvement to promote gifted education in the Charlton County School System.

Contact Information

Folkston Elementary K-3

Principal – Mr. Mike Walker
Lead Teacher – Ms. Kara Chesser
(912) 496-7369

Bethune Middle School 4-8

Principal – Dr. Brent Tilley
Lead Teacher – Ms. Molly Gowen
(912) 496-2360

St. George Elementary K-6

Principal – Dr. Drew Sauls
Lead Teacher – Ms. Kathy Crawford
(912) 843-2383

Charlton County High School 9-12

Principal – Mr. Danny McCoy
Lead Teacher – Ms. Lana Higginbotham
(912) 496-2501

Central Office

In the event of requests for appeals of decisions or procedural problems not specifically addressed in the local or Georgia Department of Education Resource Manual for Gifted Education Services, contact Matt Wainright, Director of Gifted Education Services, Charlton County School System (912) 496-2596.

Gifted Education Program Overview and Curriculum

Charlton County has four schools: Folkston Elementary K-3, Bethune Middle 4-8, St. George Elementary K-6, and Charlton County High School 9-12. Serving different student populations, each school offers a gifted education program which is designed to meet the unique needs of its gifted students.

Not all gifted students exhibit identical behaviors and characteristics and, therefore, have different educational needs. It is the unique behaviors and characteristics of gifted learners however that must serve as the basis for establishing gifted education program curriculum goals and in making decisions regarding the specific curriculum units and activities at the individual grade levels.

The content of all gifted education curricula in the Charlton County Schools should be advanced for that grade level. In all delivery models the advanced content should be related to broad-based issues, themes, and problems. The curriculum activities and delivery models used in the gifted education programming at each school and grade level should (a) be sensitive to the unique social and emotional needs of gifted students and (b) encourage the development of self-understanding. Student achievement should be evaluated by using appropriate and specific criteria based on the higher expectations we have

for our most capable students. Evaluation methods should include teacher, self, and collaborative evaluation.

No single goal should be taught as a stand-alone topic. Instead, each should be integrated into the course content. To develop an appropriate activity for one of the goals, consideration must also be given to one or more of the other goals.

Curricula for gifted students should incorporate the Georgia Standards of Excellence and focus on developing cognitive, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts, and vocational/technical education.

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

A differentiated curriculum for gifted learners includes the following expectations:

Content: Complex and challenging subject matter that:

- Requires intellectual struggle

- Utilizes primary documents

- Integrates research skills and methods

- Incorporates relevant and real-life experiences

- Integrates interdisciplinary connections

Process: Instructional strategies are designed to:

- Emphasize higher-order thinking, problem-solving and communications skills

- Foster self-initiated and self-directed learning

- Promote creative application of ideas

- Model and encourage academic discussion

Product: Gifted student products should demonstrate a developmentally appropriate capacity for:

- Self-directed learning

- Meaningful collaboration

- Effective problem solving of challenging and complex issues

- Effective communication

- Social and emotional understanding of self-relative to community, culture, and physical environment

Environmental: Physical setting and work conditions to:

- Change the actual place where students

- work Allow flexible time

- Provide opportunities for independent study and in-depth research

- Provide opportunities for mentorship

Part III: Administrative Procedures

Eligibility Committee Members

- A. Gifted Education Teacher(s)
- B. Classroom Teacher(s)
- A. School Administrator or Designee

II. Eligibility Committee Preliminary Responsibilities

- A. Notification of Access
 - 1. Ensure gifted information is available to all stakeholders
 - a. School web pages
 - b. School handbook
 - c. Parent conferences
 - 2. Minimum notification requirements
 - a. Eligibility requirements
 - b. Referral procedures
 - 3. Notify central office of any foreign language translation requirements as they arise
 - a. Additional Spanish translations needed
 - b. Non-English speaking parents
 - c. English as a second language households
- B. Administrative Procedures Checklist
- C. List for Access to Student Records
- D. Information for Gifted Education Nominations

III. System/Automatic Nomination for Gifted Screening

- A. Review of System Wide Standardized Test Scores
 - 1. 90 %ile on test composite
 - 2. 90 %ile on total reading, total math, and/or reading comprehension
- B. Universal Screenings: to address the disproportionality of identified gifted and talents students in all student populations additional universal screenings are conducted annually for automatic referrals. The eligibility teams collect additional data on students meeting the predetermined cut-off scores on the universal screenings to determine if a student should be referred for evaluation for gifted education services:
 - 1. Kindergarten: GKIDS/benchmark assessments – top 10% of each ethnic group.
 - 2. Grade 1-2: Local Instructional Assessment – top 10% of each ethnic group.
 - 3. Grades 3-8: EOG – top 3% of each subtest group.
 - 4. Grade 9-11 EOCT – top 10% of each ethnic group.
 - 5. Grade 10: PSAT – top 10% of each ethnic group.
 - 6. Grade 12: SAT – top 10% of each ethnic group.
 - 7. Grade 12: ACT – top 10% of each ethnic group.
- C. Review of Grade Point Average (GPA) over a two year period.
- D. Sample of Student's Work
- E. Results recorded on Nomination Form

IV. Formal Referral to Gifted Education Program

- A. Gather Student Profile Data (current within two years)
 - 1. Observational data
 - 2. Performance data
 - 3. Standardized testing history
 - 4. GPA over two year period
- B. Results recorded on Nomination Form
- A. Review Student Profile Data

V. Committee Options

- A. Referral/Nonreferral for Evaluation
 - 1. Notification of Consideration and Permission to Evaluate or
 - 2. Nomination Information Letter to Parents: No Further Evaluation
- B. Request Additional Information
- C. Continue Monitoring Student Progress

VI. Nomination Review Minutes

- A. Date of the Meeting
- B. Names of Committee Members
- C. Names of Students Considered
- D. Sources of the Nominations
- E. Committee's Decisions
- F. Rationales for Decisions

VII. Formal Evaluation

- A. Administer
- B. Measure
- C. Compile Results in 4 areas (Rule 160-4-2-.38):
 - 1. Mental ability
 - 2. Achievement
 - 3. Creativity
 - 4. Motivation

VIII. Evaluation Measurements (State Approved)

- A. State Approved Mental Ability Tests
 - 1. Cognitive Abilities Test (CogAT) – Forms 6 and 7
 - 2. In View
 - 3. Naglieri Nonverbal Ability Test (NNAT-2)
 - 4. Naglieri Nonverbal Ability Test (2011)
 - 5. Otis Lennon School Ability Test
 - 6. Raven's Progressive Matrix
 - 7. Slosson Intelligence Test
 - 8. Test of Nonverbal Intelligence (TONI) Forms 3 and 4
 - 9. Universal Nonverbal Intelligence Test (UNIT)

The following tests must be administered by a licensed psychologist

- 1. Differential Abilities Scales II
- 2. Kaufman Brief Intelligence Test (K-BIT)
- 3. Kaufman Assessment Battery for Children

4. Reynolds Individual Assessment System (RIAS)
5. Stanford Binet Intelligence Scale, 4th edition
6. Wechsler Abbreviated Scale of Intelligence
7. Wechsler Intelligence Scale for Children IV (WISC IV) Component Scores may be used (Verbal Comprehension, Perceptual Reasoning or Full Scale)

B. Achievement Tests (see Charlton list of Primary, Secondary, and Alternative Tests)

1. ACT – College Entrance Exam
2. California Achievement Test (CAT)
3. California Test of Basic Skills (CTBS)
4. Comprehensive Test Program (CTP)
5. EXPLORE by ACT
6. Iowa Algebra Aptitude Test (IAAT)
7. Iowa Test of Basic Skills (ITBS) Forms A,B,C
8. Iowa Assessments Form E
9. Kaufman Test of Educational Achievement (KTEA)
10. Metropolitan Achievement Test 7th edition (MAT 7)
11. Northwest Evaluation Association Measures of Academic Progress (MAP)
12. Preliminary Scholastic Assessment Test (PSAT®)
13. TerraNova
15. TerraNova-SUPER A (Spanish language version)
16. Test of Academic Proficiency (TAP)
17. Scholastic Assessment Test (SAT®)
18. Scranton’s Performance Series Computer Adaptive Tests
19. Stanford Achievement Test 10th edition Abbreviated Form (Standard 10)
20. Wechsler Individual Achievement Test (WIAT)
21. Wide-Range Achievement Test-3 (WRAT-3)
22. Woodcock-Johnson

C. Creativity (see Charlton list of Primary, Secondary, and Alternative Tests)

1. Creative Assessment Packet (CAP) w/out the Williams Scale
2. Profile of Creative Abilities (PCA)
3. Torrance Test of Creative Thinking (TTCT)
Scales:
4. Gifted Evaluation Scale (GES) – Creativity Scale
5. Gifted Rating Scales (GRS P for kindergarten, GRS S for grades 1-5)
6. Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)
7. Williams Scale-part of the Creativity Assessment Packet (CAP)

D. Motivation (see list of Primary, Secondary, and Alternative Tests)

1. GPA or NGA in grades 6-12
2. CAIMI (any two subtests at 90% or higher) grades 4-8
Scales:
3. Gifted Evaluation Scale (GES) - Motivation Scale
4. Gifted and Talented Education Scale (GATES)
5. Gifted Rating Scale (GRS P for kindergarten, GRS S for grades 1-5)
6. Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)
7. Product, Performance or Structured Observation

IX. Retest Procedures Using Alternate Instruments (see retest policy)

The retest policy must be applied consistently to all students.

- A. If student scores within one standard error of measurement.
- B. If evidence that factors such as illness or anxiety may have negatively influenced student performance.
- C. If evaluation data indicates a need for additional data.
- D. If specific strengths and/or weaknesses are noted and student is deemed atypical.

X. Evaluate Assessment Results and Recommend Services

- A. Determine Eligibility
 1. Eligible
 2. Ineligible
- B. Recommend Service Options
 1. Gifted Education Program Placement
 2. Regular Classroom Placement – No Gifted Education Services
 3. Other (Non-Gifted) Education Program
 4. Educational Plan for Student

XI. Gifted Education Placement/Non-Placement

- A. Placement
 1. Check “Place in Gifted Education Program” on Eligibility Report
 2. Send to Parent
 - a. Copy of Eligibility Report
 - b. Copy of Notification of Eligibility/Consent to Place
 - c. Copy of Continuation Policy
 - d. Copy of Annual Review/Program Description
 3. If Parent Signs Consent to Place
 - a. Complete Administrative Procedures Checklist
 - b. Send completed Notification of Placement/Service Request to the school’s SIS Operator
 - c. Add student’s name to the school’s Running Record of Gifted Students
 - d. Make copies of all testing and placement information
 - e. Make student’s Gifted Education Record folder
 - f. Place Authorized List for Access Form in front cover of folder
 - g. Schedule student’s Gifted Education classes
 - h. Update student rosters
 - i. Conference with parents if requested
 4. If Parent Does Not Sign Consent
 - a. Write ***DO NOT PLACE IN GIFTED EDUCATION*** in bold letters on Gifted Education Eligibility Report and
 - b. ***Highlight*** the parent’s decision on the Notification of Eligibility/Consent to Place form
 - c. Place in student’s Gifted Education Record folder
 - i. Nomination Form
 - ii. Permission to Evaluate Form
 - iii. Copy of the Eligibility Report
 - iv. Notification of Eligibility/Consent to Place Form

- v. Test protocols
 - d. Place Gifted Education Record folder in inactive file at school in compliance with the Family Rights & Privacy Act
- B. Non-Placement
1. Check “*No Services at this Time*” on the Gifted Education Eligibility Report
 2. Send to parents
 - a. Letter of Non-Placement
 - b. Copy of the student’s Eligibility Report
 - c. Student’s screening Information and Test Scores
 - d. Conference with parent, if requested
 3. Place in student’s Gifted Education Record folder:
 - a. Nomination Form
 - b. Permission to Evaluate Form
 - c. Eligibility Report
 - d. Letter to Parents of Non-Placement
 - e. Test protocols
 4. Place Gifted Education Record folder in inactive file at school in compliance with the Family Rights & Privacy Act
 5. Notify referring teacher (if applicable) of non-eligibility status

XII. GaDOE Approved Gifted Education Delivery Models Revised 2012

Student Needs/Services Options Match

The final step in the determination of gifted program placement is the matching of the student’s advanced learning needs and interests (as documented by assessment results) to programming options. This decision should be based on a review of the information gathered during both the student talent search/nomination phase and the formal assessment results. Each phase of the decision-making process (nomination, assessment, and service options match) must be guided by the needs of the student. Once assessment activities and data collection are complete, it is the responsibility of the Gifted Program Eligibility Team to:

- a) Review all pertinent student information, gathered from multiple sources
- b) Determine gifted program eligibility according to SBOE guidelines
- c) Make recommendations regarding needs for curriculum differentiation and special program services.
- d) *Transition conferences: The gifted curriculum becomes more content specific in the junior high and then high school. As students transition from 5th to 6th and 8th to 9th grades it is especially important to discuss student strengths and interests with them and their parents to ensure the gifted education services are appropriate.*

Direct Services

Resource Class (K-12)

All students must have been identified as gifted by GADOE criteria.

The curriculum must have an academic content foundation based on the Georgia curriculum standards, but it should focus on interdisciplinary enrichment activities and not any one content area.

The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level.

Gifted students may receive no more than 10 gifted FTE segments per week of resource class service.

Advanced Content Class (K-12)

Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages).

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.

In that case, the local district must establish criteria and guidelines that identify gifted and regular education students who will be successful with the advanced content classes.

The local board of education must maintain a description of the course curriculum which very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level.

Identified gifted students in the advanced content course may be counted at the gifted FTE weight. In grades K-5, gifted students may receive no more than two gifted FTE segments per day of advance content service in the same content area.

Gifted FTE segment(s) may not be earned in the K-5 advanced content service model, if a gifted student is already receiving a cluster or collaborative gifted FTE segment in the same content area. For example, a student could not earn a gifted FTE segment in advance content mathematics and earn a gifted FTE segment in the cluster or collaboration model in mathematics.

Advanced Content Classes:

Advanced Placement (AP) College Courses (9-12) and International Baccalaureate Courses (IB): College and Diploma Courses (11-12)

Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages).

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 local board of education must maintain a description of the course curriculum which is based on the College Board or the International Baccalaureate Organization (IBO) framework. These frameworks very clearly show how the AP and IB advanced course content, teaching strategies, pacing, process skills and assessments differ from the courses more typical for students at that grade level.

The total class size specified by the SBOE is 21 at the high school level.

In order to count the gifted students in AP (grades 9 – 12) and IB (grades 11 and 12) classes at the gifted FTE weight, the teacher must have the following qualifications:

Advanced Placement (AP) Courses:

Appropriate content area GaPSC approved certification in the specific content area;

Appropriate training by the College Board in that specific AP course and must have completed a 10 clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students; **or**

The teacher has a current GaPSC issued gifted endorsement.

International Baccalaureate (IB) Diploma Courses:

Appropriate content area GaPSC approved certification in the specific content area.

Appropriate authorized training by the IBO in the specific IB diploma course, and must have completed a 10 clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students; **or**

The teacher has a current GaPSC issued gifted endorsement.

Gifted Honors and IB Middle Years Program (IBMYP) Courses:

The teacher must have the appropriate content area Georgia Professional Standards Commission approved certificate in the specific honors course.

The teacher has a current GaPSC issued gifted endorsement.

In addition to a Georgia Teaching License and gifted end endorsement, the IBMYP teachers must complete the appropriate professional development courses required by IBO.

Cluster Grouping (K-12)

Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level. To count any gifted student at the gifted weight when this delivery model is used, the regular classroom teacher must have a current GaPSC approved gifted endorsement. A maximum of two segments per day provided in this setting may be counted at the gifted weight. The teacher documents the curriculum modification he/she has made for the gifted students by way of (a) separate lessons plans and (b) individual and/or group student contracts which contain the following :

A description of the course curriculum which is based on Georgia standards that very clearly show how the advanced course content, teaching strategies, pacing, process skills and assessments differ from courses more typical for students at that grade level.

Separate lesson plans that show reason(s) why the gifted student needs an advanced curriculum in the content areas of English language arts, mathematics, science, social studies, and world languages.

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

Means by which the gifted student’s learning will be assessed (formative and summative assessments).

Teachers must keep a log of the dates and amount of time in segments the students are engaged in the gifted curriculum.

Table 1

Class Sizes Rule 160-5-1-.08 (Code IEC)

This rule sets the maximum class sizes for elementary (K-5), middle (6-8), and high school (9-12) gifted. (Resource limited to 10 segments per week.)

Gifted Education	Funding Class Size	Maximum Individual Class Size
Elementary Resource (K-5)	12	17
Middle School Resource & Advanced Content (6-8)	12	21
High School Resource & Advanced Content (9-12)	12	21

In-Direct Services

Collaborative Teaching (K-12)

A maximum of eight identified gifted students are placed as a group into an otherwise heterogeneous classroom. Direct instruction is provided by the students’ regular classroom teacher who collaborates with a designated gifted teacher. There must be substantial, regularly scheduled collaborative planning between the regular classroom

teacher and the gifted teacher. The following requirements must be met to earn at the gifted FTE weight:

- a. The collaborating gifted teacher must have a clear renewable GaPSC approved gifted education endorsement.
- b. The gifted teacher, the regular classroom teacher, and the gifted student(s) (when appropriate) collaborate and document the development of differentiated instructional strategies, Georgia standards based curriculum, and evaluations practices.
- c. The collaborating regular classroom teacher and gifted teacher must be provided adequate planning time which must be documented and approved by the LEA. In CPI, the regular education teacher is the teacher of record and the gifted program teacher is recorded in the consultative subject code.
- d. The gifted education teacher must be given one full period each day or its weekly equivalent during which he/she has only gifted education collaborative planning responsibilities (as determined by the local school system) for every three classes in which he/she has collaborative teaching responsibilities.
- e. The total number of gifted students whose instruction may be modified through this collaborative approach may not exceed eight per class. For example, if the

gifted program teacher is working with three classroom teachers during the first period of the school day, there may be no more than 24 gifted students (for whom curriculum is being differentiated divided among the three classes.)

f. Instructional segments that have been modified for gifted learners may be counted at the gifted FTE weight if the gifted education teacher, and regular education teacher document the curriculum modifications made for the gifted students in the following way:

- i. separate lesson plans which show the reason(s) why any student whose instruction is counted at the gifted FTE weight needs an advanced curriculum in that particular content area (e.g., National norm reference tests and/or benchmark tests);
- ii. a time and discussion log of the collaborative planning sessions between the teachers.
- iii. individual or small group contracts indicating the differentiated learning standards in which the gifted student(s) will be engaged.

Table 2

Required Planning Time for Gifted Program Specialist in the Collaborative Teaching Model

Number of classes w/n which the gifted education specialist collaborates	Number of segments that can be counted at the gifted weight	Number of minutes that must be allotted for collaborative planning
1-3	1-24	45-60
4-6	25-48	90-120
7-9	49-72	135-180
10-12	73-96	180-240
13-15	97-120	225-300
16-18	121-144	270-360

Instructional segments which have been modified for gifted learners may be counted at the gifted weight only if the teacher-partners document the curriculum modifications made for the gifted students by way of (a) separate lesson plans; (b) a time log of collaborative planning by the teacher partners; and (c) individual student contracts which show the reason(s) why any student whose instruction is counted at the gifted weight needs an advanced curriculum in that particular content area (e.g., pretest grades), the learning objectives for the gifted student, the alternative activities in which the gifted student will be engaged, the dates and amount of time (in segments) the student will be engaged in the higher-level activities, the means by which the gifted student’s learning will be assessed (e.g., the expected outcomes or products), and the responsibilities of the gifted education teacher and the classroom teacher .

Mentorship/Internship (9-12)

A gifted student works with a mentor to explore a profession of interest. The gifted education teacher assigned to supervise the internship/mentorship 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 which are based on the approved Georgia standards based curriculum.

One or two instructional segments per day may be counted at the gifted weight for students participating in a gifted mentorship/internship if 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 (e.g., the expected outcomes or products), and the responsibilities of the gifted education teacher and the mentor.

To ensure adequate time for the gifted education internship teacher to monitor and assist gifted students participating in mentorships/internships, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education internship/mentorship programming responsibilities (as determined by the local system) for every fifteen (15) gifted students for whom he/she is supervising a mentorship/internship experience.

Approved Innovative Models

The Georgia Department of Education encourages the development of innovative programs for gifted students that are clearly in accordance with the needs of the gifted learners and the philosophy of the district. If a school in the Charlton County School System desires to implement a gifted education program delivery model other than one of the models described above, the school must submit a description of that plan to the local Board of Education for submission to the Gifted Education Specialist at GaDOE. The plan must clearly describe the rationale for the special model, the goals and 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).

The GaDOE Innovative Model Review Team will approve local school district plans for special models that are in accordance with all applicable rules and regulations, consistent with best practice guidelines for the education of the gifted students, and provide strong programming and fiscal accountability. If the district's proposal for a special model is not within the guidelines established by GaBOE rules and GaDOE regulations, the GaDOE Gifted Education Specialist will advise the district contact that the LBOE would have to be granted a waiver from the GaBOE before that model could be used to provide gifted education services.

Gifted Education in Georgia is one of the 19 categories of instruction funded through the state's Full-time Equivalent Funding Formulas. A Full-time Equivalent Student (FTE) is defined as six (6) segments of instruction.

*Students who are served in an approved gifted education model should be reported with the Gifted Weight (**Program Code = I**) for each segment served on the FTE count day. The school system may claim students for gifted weight who are serviced on the day of the count only. Gifted students who are not provided with gifted program instruction on the day of the count must be reported according to the weight that indicates the actual services they receive on the FTE count day. School systems cannot alter a student's schedule to capture the gifted weight.*

XIII. Annual Review

Students Recommended for Continuation

1. Students satisfactory performance by maintaining an overall satisfactory rating in all gifted classes.
2. Satisfactory performance in the gifted education interdisciplinary resource class will be based on the recommendation of the gifted education teacher with such recommendation to be based on required products, active participation, and regular attendance in the gifted education program to achieve a satisfactory rating. Students must maintain an average grade of at least 70 and/or a satisfactory rating in all gifted classes.
3. Following the annual review, send a copy of the annual review form to the parent. The annual review notifies the parents of the delivery model that will be used, the number of segments the child will be served, and the curriculum that is planned.
4. Place a copy of the annual review in the student's gifted education record folder.

Students Not Recommended for Continuation

1. If it is determined at the time of the annual review, or at the end of any semester review that the performance in the gifted education program is not satisfactory, send home a Notification of Probation Letter, which notifies the student and the parents that there is a problem. The student then has one semester to improve his/her performance to the acceptable level according to the Charlton Continuation Policy.
2. An academic Plan of Improvement is established between the student, the parent, the gifted education teacher, and other teacher(s) involved.
3. During the probationary period of one semester, the student must meet the requirements of the Plan of Improvement to remain in the gifted education program.
4. The student must pass with a 70 or receive a satisfactory rating in all gifted classes during the probationary period or be dismissed from the gifted education program.
5. If the student does not meet the requirements of the continuation policy during the probationary period, complete the Dismissal section of the Change of Status form and a Notice of Dismissal and send a copy of both to the parent for a signature.
6. Place the signed Change of Status form and Notice of Dismissal in the student's Gifted Education Record.
7. Complete the Change in Status form and send it to the school's Student Information System (SIS) operator to ensure that the student's name is deleted from the gifted education roster for future FTE counts.

Other Forms of Dismissal: Parental/Student Request

1. Parents wishing to have their child dismissed from the gifted education program must make their request in writing to the gifted education teacher. This written

request should state the reason(s) for the dismissal. A Voluntary Withdrawal form is provided for this purpose.

2. Place a copy of the Voluntary Withdrawal Form in the student's school gifted education record folder and remove the student from the gifted education program roster.
3. Send a copy of the Change in Status form to the school's SIS operator to delete the student's name from future FTE counts.
4. For student re-entry into the gifted education program, the student must meet the requirements of the continuation policy.

XIV. Transfer of Students

Within Charlton County

Gifted students transferring/promoted to/from schools within Charlton County are automatically placed into the gifted education program of the receiving school.

The Gifted Education Teacher in the sending school forwards the student's gifted education folder to the Gifted Education Teacher at the receiving school.

The Gifted Education Teacher at the new school reviews the file for accuracy.

Within the State of Georgia

Placement of students in gifted education programs in the State of Georgia is reciprocal if the student has been placed in another Georgia gifted education program and has continued to meet continuation policy.

Records must be received before placement. The student cannot be placed as a result of verbal notification that he/she was in another Georgia school's gifted education program.

The Eligibility Committee reviews the placement of the student in the gifted education program and related evaluation data for accuracy.

The Eligibility Committee makes a placement recommendation.

Procedures for placement begin.

Outside the State of Georgia

There is no mandated reciprocity between states. Determine if the student was in good standing in a gifted education program in the previous school system.

The Eligibility Committee reviews enrollment records from the previous gifted education program.

The Eligibility Committee may consider evaluation data that is no more than two years old at the time of the referral if it meets state criteria under GBOE Rule 160-4-2-.38.

Proceed as if the student is a new nomination if:

Test data is more than two years old at the time of the transfer.

Evaluation data does not meet criteria for GBOE Rule 160-4-2-.38.

Evaluation data is not available

Military Transfers

Gifted students transferring into Charlton County schools due to a military transfer will be served until Georgia eligibility can be established.

The eligibility team will meet with the parents and student to determine which services would best meet the student's needs in the interim.

The team may consider data regarding a student's eligibility that was gathered and analyzed by a source outside the school system. However, this outside data shall not be substituted for data the school generates during the testing/evaluation process.

XV. Transfer of Gifted Education Records

If gifted records are not received for a gifted student transferring in to the Charlton County School System send a Request for Student Records form to the previous school.

Gifted education records for all students who are eligible for gifted education services in Charlton County, as well as the records of students who were evaluated but were not eligible for gifted education services, must be sent to the next school level (K-2, 3-6, 7-8, 9-12), as applicable, upon promotion from the feeder school.

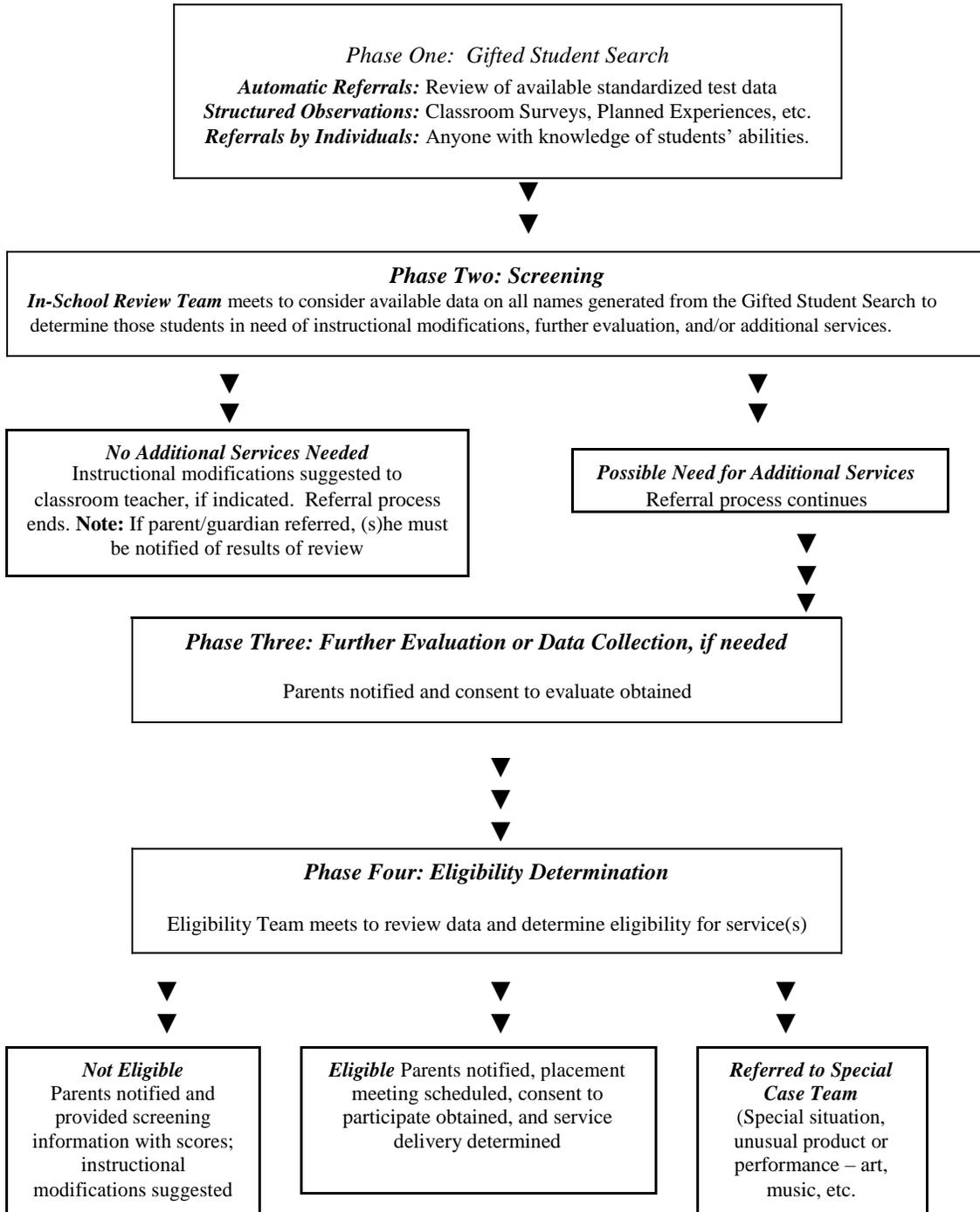
Upon graduation from high school, the contents of the student's gifted education folder must be placed in the student's permanent folder and forwarded to central office.

XVI. End-of-Year School-Level Reports

Lead Teacher forwards a copy of the school's consolidated, current Running Record of Gifted Students to central office.

Lead Teacher forwards the school's consolidated Eligibility Team Report (the number of students referred, disaggregated by source of referral, ethnic group, grade level, and if the student qualified) to central office.

Gifted Student Search - Flowchart



Part IV: Gifted Education Forms and Additional Guidance

Notification: Assurance of Access

Charlton County School System Gifted Education Program

The Charlton School District endorses the philosophy that education is a means by which each individual has the opportunity to reach his or her fullest potential. We believe that all students have a right to educational experiences that challenge the level of their individual development, whether it is below, at, or beyond the level of their age peers. Special programs for gifted students are one outgrowth of this commitment.

Students in grades K-12 who demonstrate a high degree of intellectual, academic, and/or creative abilities may be nominated for evaluation to determine eligibility to participate in the Program for Gifted Students. Referrals for consideration may be made by teachers, parents or guardians, counselors, administrators, peers, self, and other individuals with knowledge of the student's abilities.

The State Board of Education determines eligibility criteria for placement in this program. For a summary of those criteria or for further information about Charlton County's Program for Gifted Students, please contact the principal or Gifted Program teacher at your child's school, visit our district webpage at <http://charlton.k12.ga.us>, or contact:

Mr. Matt Wainright, Gifted Program Director
Charlton County School District
Address: 37 Touchdown Lane
Folkston, Ga. 31537
Phone Number: (912) 496-2596
E-mail: mwainright@charlton.k12.ga.us

Administrative Procedures Checklist

Charlton County School System Gifted Education Program

Student _____ Student ID # _____

Grade Level _____ School _____

Record of Access

Name, Date, Purpose	<input type="checkbox"/> Yes <input type="checkbox"/> No
---------------------	--

Administrative Procedure Information

Referral to gifted education	Date _____
Parent notification of consideration	Date _____
Parent permission for eligibility testing	<input type="checkbox"/> Yes <input type="checkbox"/> No
Parent permission for eligibility testing signed	Date _____
Parent notification of placement	Date _____
Parent consent for placement	<input type="checkbox"/> Yes <input type="checkbox"/> No
Parent consent for placement signed	Date _____
Parent notification of local continuation policy	Date _____
Annual review	Last review date _____ Projected review date _____

Delivery Models

Resource Class (K-12)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Advanced Content Class (6-12)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Cluster Grouping (K-12)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Collaborative Teaching (K-12)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Mentorship/Internship (9-12)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Joint Enrollment/Postsecondary Options	<input type="checkbox"/> Yes <input type="checkbox"/> No
Independent/Directed Study (K-12)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Advanced Placements (9-12)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other Model Used (approved by department of education)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Reviewer _____ Date _____

Information for Gifted Education Nominations

Charlton County School System Gifted Education Program

All of the information listed below must be included in the referral folder to be reviewed by the Gifted Education Eligibility Committee.

1. Gifted Education Nomination Form . For self- and peer-nominations, use age-appropriate forms. These forms must be completed at school.
2. Student products that show above grade level abilities. (Ex: stories and drawings, portfolios, etc. completed in class.)
3. Data collected in the areas of motivation and creativity. [Ex. Student product, interview, portfolio , or observations (Traits Aptitudes and Behaviors Observation or another Teacher Observation Form)].
4. Copy of all available standardized test information.
5. Copy of latest report card.
6. Current hearing and vision form if valid within the past 12 months.

After you have gathered the above information, give this form and its attachments to your school's Gifted Education Eligibility Committee Chairperson. The role of the Eligibility Committee is to review a profile of the student through observational data, existing performance data, and a standardized testing history to determine appropriate instructional planning. This committee will recommend one of the following options:

1. A formal referral for further evaluation.
2. A request for additional information.
3. Continued monitoring of student's progress for possible future consideration.

Nomination Form

Charlton County School System Gifted Education Program

A. Biographical Information

Referral Date ____/____/____

Name: _____ Student ID # _____

Date of Birth ____/____/____ Grade: _____ School: _____ Gender: M F

Home Address _____

Parent(s) or Guardian(s) _____

Referred by _____ Relationship to Student _____

Is parent or guardian aware of nomination? Yes No

B. State Guidelines for Determining Eligibility

Grade Point Averages (GPAs) are determined by averaging the cumulative averages for the previous 2 years in the subjects of mathematics, science, reading, language, and social studies. Please note that the students' grades for the current year are not admissible for determining GPAs. **Cumulative Grade Point Average:** _____

Achievement shall be determined by the national percentile (NPR) scores on standardized tests in the areas of total reading, total math, and composite.

Scores required:	Achievement Test Scores (current within two years):
Total Reading --90%ile	Testing Instrument: _____
Total Math --90%ile	Student's NPR _____
Composite --85%ile	Student's NPR _____
	Student's NPR _____

Samples of student work attached? Yes No

Creativity and Motivational Data (current within two years) attached? Yes No

Most recent Report Card attached? Yes No

Most current **Hearing and Vision Screening:** Date _____ **Hearing:** pass fail **Vision:** pass fail

C. Eligibility Committee Review

After gathering the above information give this form to your school's Eligibility Committee to review. The role of the Eligibility Committee is to review a profile of the student through observational data, existing performance data, and standardized testing history to determine the appropriate instructional planning. This committee will recommend one of the following options.

1. A formal referral for further evaluation
2. A request for additional referral information
3. Continued monitoring of a student's progress for possible future consideration.

Self-Nomination Response

**Charlton County School System
Gifted Education Program**

(To be completed at school)

(Children in grades K-3 may dictate this response to an adult if they so desire.)

Date of Referral ___/___/___

Your Name _____ Date of Birth ___/___/___
 Last First MI

Grade _____ School _____

1. Tell us (either orally or in written form) why you feel you should participate in the Gifted Education Program.

2. Tell us about your talents, or things you are good at doing.

3. Tell us about your interests, or things you like to do.

Name of adult recorder _____

Relationship to Student _____

Peer-Nomination Response

Charlton County School System Gifted Education Program

(To be completed at school)

(Children in grades K-3 may dictate this response to an adult if they so desire.)

Date of Referral ___/___/___

Student's Name You Are Nominating _____ Last First MI

Date of Birth ___/___/___ Grade ___ School _____

Tell us (either orally or in written form) why you feel your classmate should participate in the Gifted Education Program.

Tell us about your classmate's talents, or things he or she is good at doing.

3. Tell us about your classmates interests, or things he or she likes to do.

Name of adult recorder _____

Relationship to Student _____

Teacher Observation Form

Charlton County School System Gifted Education Program

Student: _____ Grade: _____

Teacher: _____ Date: _____

Directions: The needs of gifted and talented students result from those behavioral characteristics that differentiate them from students the same age. **You are asked to observe the student you are referring to the gifted education program** in the areas of *Mental Ability*, *Achievement*, *Creativity*, and *Motivation*. Circle the characteristics exhibited by the student in the categories below. **Please collect** samples of exceptional work and/or anecdotal records of the student.

Behavioral Characteristics of Gifted Students

Mental Ability	Achievement	Creativity	Motivation
Learns easily and rapidly Knows a lot about a variety of topics Exhibits quick mastery of most academic subjects Retains/recalls information easily Has keen powers of observation; usually "sees more" or "gets more out of stories" Demonstrates superior ability to think critically, reason logically, and/or conceptualize Is highly verbal; demonstrates advanced language development	Demonstrates advanced ability or knowledge in specific area(s) Has high standardized test scores Memorizes easily and rapidly demonstrates superior ability to organize easily comprehends what he/she sees, hears, read, etc. enjoys challenging activities sets personal goals and strives to achieve them is a "perfectionist"	Exhibits heightened curiosity or questioning attitudes is highly imaginative has a keen sense of humor has high energy level is unusually sensitive or intuitive has a wide range of interests is a risk taker offers many original ideas or solutions is a nonconformist, flexible, accepts disorder, does not fear being different includes details in work, elaborates	is unusually persistent, goal-directed has longer than average attention span; power of concentration is unusually alert; eager demonstrates an intense desire to learn, "be somebody" or do something is independent; self starter consistently makes good grades has hobbies, collections, long term interests is concerned with adult topics requires little direction to complete work

Notification of Consideration/Permission to Evaluate

Charlton County School System Gifted Education Program

Date: _____

Dear _____,

Your child, _____, is being considered for the Charlton County Program for Gifted Students. This consideration is based on the following:

Existing Test Scores Referral by Teacher
 Other: _____

To determine your child's eligibility, the eligibility committee needs your consent to proceed with the formal evaluation process as established by the Georgia Department of Education. Your child will be evaluated in the areas of mental ability, achievement, creativity and motivation. For additional information about our testing process, procedures, and evaluation instruments, please visit the Charlton County School District web page at <http://www.charlton.k12.ga.us>.

When the evaluation has been completed, you will be notified in writing of your child's eligibility status, test scores, and service recommendations and given an opportunity to discuss this status and these recommendations at that time.

This process is an opportunity for the school to determine your child's special needs and serve him/her appropriately. If you have any questions, please call your child's school. The school phone number is _____.

Sincerely,

(member of Eligibility Committee)

Please indicate your response below, sign, date and return to the school.

Yes, I do agree for this evaluation process to proceed, including the administration of any necessary tests.

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

Signature of Parent/Guardian

Date

Nomination Information Letter to Parents: No Further Evaluation

**Charlton County School System
Gifted Education Program**

_____/_____/_____
Date

Dear _____,

Recently, _____ was submitted for consideration as a nomination for the Charlton County Gifted Education Program. After collecting and reviewing the profile information, the school’s Eligibility Committee has recommended no further evaluation for gifted education services. The committee believes that your child’s academic needs can best be met in the regular classroom program.

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

This current decision does not preclude consideration for the program at a later date. Please feel free to contact me if you need further information. The school phone number is _____.

Sincerely,

Eligibility Committee Chairperson

Primary/Secondary/Alternative Tests
Charlton County School System
Gifted Education Program

Mental Ability Tests

Primary Tests:		Secondary Tests:	
Cognitive Abilities Test	CogAT* Form 6	Wechsler Intelligence Scale for Children – Fourth Edition	WISC-IV* (not most recent revision. have waiver from DOE)
		Kaufman Brief Intelligence Test - Second Edition	K-BIT2*

Achievement Tests

Primary Tests:	
Iowa Test of Basic Skills Online(K.7-12)	ITBS*
Secondary Tests:	
Superior Products (3-12)	
Alternative Tests:	
Wechsler Individual Achievement Test – Second Edition	WIAT2*

Creativity Tests

Primary Tests:	
Gifted Evaluation Scale (cannot use rating scale for both Creativity and Motivation for eligibility. Can use for both if student does not meet requirements in mental ability AND achievement)	GRS-S/P*
Profile of Creative Abilities	PCA(on order)
Secondary Tests:	
Product, Performance or Structured Observation	
Alternative Tests:	
Portfolios	

Motivation Tests

Primary Tests:	
Assess GPA (6-12)	
Gifted Evaluation Scale (K-5) (cannot use rating scale for both Creativity and Motivation for eligibility. Can use both if student does not meet requirements in mental ability AND achievement.)	GES
Superior Product or Performance (K-12) (Reviewed by a panel of qualified examiners and above the 90 th percentile)	
Secondary Tests:	
Gifted Rating Scales	

Charlton County School System

Product/Performance Rubric for Motivation

Student Name: _____ School _____ Grade _____

	Emerging (1-7 pts)	Proficient (8-14 pts)	Distinguished (15-20 pts)	Score
Demonstrated knowledge toward topic	The content is inaccurate or incomplete. The reader is unlikely to gain insight about the topic.	The content is generally accurate and reasonably complete.	The content is accurate and comprehensive. Readers will gain insight about the topic.	
Perseverance (focus on task)	Student displayed little effort to stay on topic.	Student wrote on topic with a main idea but writing did not fully support goal.	Student wrote on topic with a main idea and several detail sentences that provided additional context to the product.	
Taking on challenges	Student has very little motivation in accepting the authentic task.	Student accepted the challenge and somewhat connected to their interest.	Student used personal relevance and connected the writing to their interest, goals, or personal choices.	
Applying strategies	Student has limited ability to apply previous learning into the authentic task.	Student has some ability to apply previous learning into the authentic task.	Student writing shows considerable knowledge of previously taught strategies and understanding of GSEs.	
Quality of Work	Student's effort was inconsistent to produce a quality performance product.	Student's effort was consistent and produced an adequate performance product.	Student's effort clearly demonstrated care and concern for a quality performance product.	

Evaluator Score: _____

Total rubric score must be above 90% on products or evidence and scored by a panel of qualified evaluators.

Evaluator Signature: _____

Date: _____

Charlton County School System

Product/Performance Rubric for Creativity

Student Name: _____ **School:** _____ **Date:** _____

	Emerging (1-7 pts)	Proficient (8-14 pts)	Distinguished (15-20 pts)	Score
Variety of ideas and contexts	Ideas do not represent important concepts	Ideas represent important concepts from the same or similar contexts or disciplines	Ideas represent a startling variety of important concepts from different contexts or disciplines	
Knowledge: Creative piece reveals knowledge of concepts and vocabulary	Reflects a lack of knowledge consistent with purpose of assignment	Attempts to reveal knowledge or provides partially accurate knowledge that reflect purpose of product	Reveals knowledge that is accurate and consistent with purpose of product	
Combining ideas	Ideas are copied or restated from others. No original ideas are found in the product.	Ideas are combined in ways that are derived from the thinking of others	Ideas are combined in original and surprising ways to solve a problem, address and issue, or make something new	
Creative thinking	Shows little creativity, originality and/or effort in understanding the material	Student has a few original touches that enhance the product and shows some understanding of the material	Student displayed exceptionally clever and unique ideas combined with a deep understanding	
Creative production	Student needed significant assistance in developing ideas for product	Student selected ideas to use that meet the goals of the task	Student selected ideas to go beyond what the task was asking (attention to detail, application of new knowledge)	

Evaluator Score: _____

Total rubric score must be above 90% on products or evidence and scored by a panel of qualified evaluators.

Evaluator Signature: _____

Date: _____

Eligibility Report

Charlton County School System Gifted Education

Student _____ Student ID # _____
 Referral Date _____ Type of Referral _____
 School FES_SGES_BMS_CCHS Date of Birth _____ Gender M F
 Parent or Guardian _____

Screening Information: Option 1 (current within two years)		
<u>Mental Ability/ Aptitude</u>	yes	no
Cogat _____ % _____ date _____		
Verbal _____		
Quantitative _____		
Non Verbal _____		
Composite _____		
Other _____		
_____ % _____ date _____		
Verbal _____		
Quantitative _____		
Non Verbal _____		
<u>Achievement</u>	yes	no
Standardized Test _____		
_____ % _____ date _____		
Total Read. _____		
Total Math _____		
Total Battery _____		
Other _____		
_____ % _____ date _____		
Total Read. _____		
Total Math _____		
Total Battery _____		
Other _____		
Other _____ <i>must meet 2 out of 2 areas (measured in all 4)</i>		
Recommendations:	Date:	

() No services at this time.
 () Place in gifted education program.
 () Re-evaluate at later date _____
 Committee Members: _____ date _____

Screening Information: Option 2 (current within two years)		
<u>Mental Ability/ Aptitude</u>	yes	no
Cogat _____ % _____ date _____		
Verbal _____		
Quantitative _____		
Non Verbal _____		
Other _____		
_____ % _____ date _____		
Verbal _____		
Quantitative _____		
Non Verbal _____		
<u>Achievement</u>	yes	no
Iowa Assessment _____		
_____ % _____ date _____		
Total Read. _____		
Total Math _____		
Total Battery _____		
Other _____		
_____ % _____ date _____		
Total Read. _____		
Total Math _____		
Total Battery _____		
Other _____		
<u>Creativity</u>	yes	no
GES _____ % _____ date _____		
Product _____		
<u>Motivation</u>	yes	no
GPA _____		
Product % _____		

must meet 3 out of 4 areas (measured in all 4)

Referral Information Letter to Parents: Non-Placement

Charlton County School System Gifted Education Program

_____/_____/_____

Your Child, _____, was referred for an evaluation for the Program for Gifted Students. The Eligibility Committee has completed that process, and according to the Georgia Department of Education guidelines, he or she does not currently meet the state eligibility requirements in at least three of the following four areas.

Screening Information:

Mental Ability/ Aptitude - Instrument _____

NPR verbal _____ Meets State Eligibility Requirement (yes / no)

NPR quantitative _____

NPR non-verbal _____

Achievement - Instrument _____

Total Reading _____ Meets State Eligibility Requirement (yes / no)

Total Math _____

Total Battery _____

Creativity - Instrument _____

Percentile _____ Meets State Eligibility Requirement (yes / no)

Motivation - Instrument _____

GPA (6-12 only) _____

-or- NPR _____ Meets State Eligibility Requirement (yes / no)

Based on the results of your child's evaluation, the Eligibility Committee has contacted your child's regular education teachers to inform them of his/her strengths and weaknesses so that they might be addressed in the regular education classroom. This current decision does not preclude consideration for this program at a later date.

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

If you desire a phone conference or appointment to discuss this decision, please contact me. The school phone number is _____.

Sincerely,

Eligibility Committee Chairperson

Notification of Eligibility/Consent to Place

Charlton County School System Gifted Education Program

_____/_____/_____
Date

Dear Parents or Guardians,

Your child, _____, has been determined to be eligible for placement in the gifted education program. He or she met the state eligibility requirements in at least three of the four areas assessed.

Screening Information:

Mental Ability/ Aptitude - Instrument _____

NPR verbal _____ Meets State Eligibility Requirement (yes / no)

NPR quantitative _____

NPR non-verbal _____

Achievement - Instrument _____

Total Reading _____ Meets State Eligibility Requirement (yes / no)

Total Math _____

Total Battery _____

Creativity - Instrument _____

Percentile _____ Meets State Eligibility Requirement (yes / no)

Motivation - Instrument _____

GPA (6-12 only) _____

-or- NPR _____ Meets State Eligibility Requirement (yes / no)

After receipt of your signed consent, services will begin on ____/____/_____ for _____ hours per week. Your child's progress in the program will be reviewed annually, and a decision will be made regarding continuation in the program. Should you desire a conference, you may contact me at school to set up an appointment. The school number is _____. Please indicate below your decision concerning your child's placement in the Gifted Education Program by signing, dating, and returning this form to the school.

Sincerely,

Eligibility Committee Member

_____ I give my permission for my child to be in the Gifted Education Program.

_____ I do not give my permission for placement.

Parent Signature

_____/_____/_____
Date

Annual Review/Program Description

Charlton County School System Gifted Education Program

Name: _____ DOB: _____ Age: _____

School: _____ Grade: _____ Date: _____

Performance/ Progress

Gifted Classes

Grades/Ratings

Recommendation:

_____ continue _____ dismiss _____ probation from _____ to _____

Delivery Model:

_____ resource _____ advanced content _____ cluster

_____ collaborative _____ other _____

Hours of Weekly Contact: _____

Curriculum Focus: _____

Evaluation Procedures: _____

Check One

_____ I agree for my child to be enrolled in the gifted education program.

_____ I do not agree.

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Continuation Policy given _____
Date

Continuation Policy

Charlton County School System Gifted Education Program

Continued placement in the gifted education program, according to the Georgia Department of Education regulation and procedures, shall include satisfactory performance gifted education classes and must provide for a Probationary period. The following is provided to meet these requirements.

1. Each student participating in Charlton County's gifted education program will have his/her progress evaluated at the end of each semester. Any student who receives gifted education services shall continue to receive services provided the student demonstrates satisfactory performance in all gifted classes. The grade average of 70 is considered satisfactory.
2. The student must comply with the Charlton County Board of Education Code of Student Conduct. The gifted education committee and administration will address behavior problems as needed.
3. Any student who fails to maintain satisfactory progress in gifted education classes shall enter a probationary period of one semester, during which time the student will continue to receive gifted education services while attempting to achieve satisfactory performance status. An academic Plan of Improvement will be established between the student, the parent, and the gifted education teacher. During the probationary period of one semester, the student must meet the requirements of the Plan of Improvement to remain in the gifted education program.
4. Should the student fail to demonstrate satisfactory performance in gifted education classes during the probationary period, and should gifted education services be deemed no longer appropriate, the student shall have one final review by the Eligibility Committee before cessation of gifted education services occurs. If a student's services in gifted education are discontinued, the student will cease to receive those services during a minimum period of one semester. Any student who desires and is approved for readmission to the gifted education program must have eligibility criteria current within two years.
5. Voluntary Inactive Status: In the event gifted education program participation appears not to be in the student's best interest, the parent or gifted education teacher, or classroom teacher may submit in writing the reason(s) for the requested change. The parent will meet with the school Eligibility Committee to discuss this decision. A student may be on voluntary inactive status for up to one semester during a three-year period.

Gifted Education Teacher _____ Date _____

Notification of Placement/Service Request

Charlton County School System Gifted Education Program

The following student has been placed into the gifted education program.

The student's FTE data should be changed to reflect his/her new schedule.

Student Name _____

ID # _____ Grade _____

Gifted Education Services :

Days	Segments/periods	Delivery Model
_____	_____	_____

Gifted Education Teacher

Date

cc: Principal
SIS Operator
Homeroom Teacher

Notification of Probation

Charlton County School System Gifted Education Program

Dear Parent,

This is to inform you that your child, _____, has failed to meet the requirements of the Charlton County Continuation Policy in regard to his/her unsatisfactory performance in the Gifted Education Program.

As of today, your child will be placed on probation for one semester. During this time your child will continue to receive gifted education services. At the end of the probation period, your child's status regarding the continuation criteria will be reviewed and you will be notified of his/her status.

I would like to schedule a meeting on ___/___/___ between the hours of _____ and _____ with you and your child to discuss his/her Plan of Improvement.

Sincerely,

Gifted Education Teacher

Date

_____ Yes, I will attend.

_____ No, I cannot attend at that time, but will call to re-schedule.

Parent Signature

Date

Notification of Dismissal

Charlton County School System Gifted Education Program

Dear Parents:

On _____, the Gifted Education Eligibility Committee notified you that your child, _____, had failed to meet the requirements for the Gifted Education Program and was placed on probation for one semester. The Georgia Department of Education regulations and procedures requires a student to perform satisfactorily in gifted education classes to continue receiving gifted education services. During the probationary period, your child did not meet the requirements of the Charlton County Continuation Policy and is dismissed from the gifted education program effective ___/___/____.

When a student's gifted education services are discontinued, the student will cease to receive those services during a minimum period of one semester. Any student who desires and is approved for readmission to the gifted education program must have eligibility criteria current within two years.

Please contact the Gifted Education Program Coordinator, _____, at your child's school if you wish to schedule a conference concerning this matter.

Sincerely,

Gifted Education Teacher

Date

I have received a copy of the Continuation Policy of the Charlton County Gifted Education Program.

Parent Signature

Date

Voluntary Withdrawal Form

Charlton County School System Gifted Education Program

I wish to withdraw my child, _____, from the Gifted Education Program even though he/she is presently meeting continuation criteria. I understand that this action will constitute a termination from the program and that my child will not be considered for re-entry for one semester from the date of withdrawal. At that time I understand that my child must meet the gifted education program continuation criteria to be considered for re-entry into the program.

Reason for Withdrawal:

Parent Signature

Date

Review of Voluntary Inactive Status

Charlton County School System Gifted Education Program

____/____/____
Date

Dear _____:

Our records indicate that your child has been on Voluntary Inactive status from the Charlton County Gifted Education Program at his/her school. The Charlton county School System's Gifted Education Continuation Policy (IDDDA) stipulates that a student may only stay on Voluntary Inactive Status for one half year (two grading periods) during a three year period. At that time, we are required to hold a conference to determine whether or not the student should remain on inactive status or return to active status.

Please contact the gifted education teacher, _____, at your child's school, so that this conference may be arranged. You will want to discuss the opportunities your child will have through the Gifted Education Program for the remainder of this year and beyond. If your child exits the Gifted Education Program at this time, he or she can re-enter only after a conference involving the School Eligibility Committee and yourself. Your child's progress will continue to be monitored so that in the event he or she does requalify, services can be resumed. All continuation policy criteria must be in effect at the time resumption of services is requested.

I will be happy to meet with you and the Gifted Education Program Coordinator at your child's school in order to determine how we can best meet your child's education needs.

Sincerely,

Gifted Education Teacher

Re-Entry Request Form

Charlton County School System Gifted Education Program

Student Name _____ DOB ___/___/___

School _____ Grade _____

Parent _____ Phone: Home _____

Bus. _____

Home Address: _____

Directions: Please complete the following questions. Attach a copy of the most recent report card as well as documentation from your child's classroom teacher that substantiates your request for review. Classroom teacher(s) must provide documentation in writing. Classroom teacher may provide documentation directly to the Gifted Education Coordinator at your child's school. Mail completed review packet (Re-entry request form, copy of report card, and classroom teacher documentation) to the Gifted Education Eligibility Committee at your child's school. The Committee will review all information. You will be notified in writing of the decision.

1. What are your reasons for requesting a review of your child for re-entry into the gifted education program?

2. List specific changes in your child's performance/attitude in school that would affect his/her consideration for participation in the gifted program. You may attach an additional sheet or use the back of this form.

Parent/Guardian Signature

Date

School's Eligibility Team Report K-3

Charlton County School System Gifted Education Program

_____ School
_____ Semester/Year

For all students considered for gifted education program placement annually, please indicate the source of referral, ethnic group, and if the student qualified. Please complete the grid below by filling in the number of students (by grade level and ethnic group). Indicate in the appropriate column the number of qualifying students by ethnic group. Submit to central office at the end of each school year. (Page 1 of 2)

Grade Level	Teacher	Parent/ Guardian	Self	Peer	Other	Number Qualified
Kindergarten						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Native						
Multi-Racial						
White						
1st Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Native						
Multi-Racial						
White						
2nd Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Native						
Multi-Racial						
White						
School's Eligibility Team						

Report K-3 continued						
3rd Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Multi-Racial						
White						

Please complete the following for all students considered for gifted education program placement annually. Submit to central office at the end of each school year.

Grade Level	English Language Learner	Student With Disability	Economically Disadvantaged	Number Qualified
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				

School's Eligibility Team Report 4-8

Charlton County School System Gifted Education Program

_____ School
_____ Semester/Year

For all students considered for gifted education program placement annually, please indicate the source of referral, ethnic group, and if the student qualified. Please complete the grid below by filling in the number of students (by grade level and ethnic group). Indicate in the appropriate column the number of qualifying students by ethnic group. Submit to central office at the end of each school year.

Grade Level	Teacher	Parent/ Guardian	Self	Peer	Other	Number Qualified
4th Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Multi-Racial						
White						
5th Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Multi-Racial						
White						
6th Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Multi-Racial						
White						

School's Eligibility Team Report 4-8 continued						
7th Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Multi-Racial						
White						
8th Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Multi-Racial						
White						

Please complete the following for all students considered for gifted education program placement annually. Submit to central office at the end of each school year. Revised 2010.

Grade Level	English Language Learner	Student With Disability	Economically Disadvantaged	Number Qualified
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

School's Eligibility Team Report 9-12

**Charlton County School System
 Gifted Education Program
 _____ School
 _____ Semester/Year**

For all students who were considered for gifted education program placement annually, please indicate the source of referral, ethnic group, and if the student qualified. Please complete the grid below by filling in the number of students (by grade level and ethnic group). Indicate in the appropriate column the number of qualifying students by ethnic group. Submit to central office at the end of each school year.

Grade Level	Teacher	Parent/ Guardian	Self	Peer	Other	Number Qualified
9th Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Multi-Racial						
White						
10th Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Multi-Racial						
White						
11th Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Multi-Racial						
White						
12th Grade						
Asian						
Black						
Hispanic						
Am. Ind./Alas.						
Multi-Racial						
White						

School's Eligibility Team Report 9-12

Charlton County School System
Gifted Education Program
_____ School
_____ Semester/Year

Please complete the following for all students considered for gifted education program placement annually. Submit to central office at the end of each school year.

Grade Level	English Language Learner	Student With Disability	Economically Disadvantaged	Number Qualified
9 th Grade				
10 th Grade				
11 th Grade				
12 th Grade				

Post-Planning End-of-Year Checklist

Charlton County School System Gifted Education Program

Gifted Education Coordinator/Lead Teachers:

SGES – K. Crawford
FES – K. Chesser
BMS - M. Gowen
CCHS – L. Higginbotham

Please submit the following information with the completed checklist for your school to central office at the end of each school year (central office personnel to sign off on receipt of each):

_____ 1. Copy of school’s consolidated, up-dated Running Record of Gifted Students
(sec.)

_____ 2. Copy of school’s consolidated Eligibility Team Report
(sec.)

_____ 3. Gifted folders transferred to new school for students promoted to next school in
(sec.) system (SGES & BMS to CCHS, FES to BMS).

Signature of person receiving folders _____

_____ 4. Inactive Gifted Education student folders (place copy of eligibility report into
(sec.) inactive student’s permanent record).

_____ 5. Documentation requested for Gifted Education Self-Assessment.*
(gifted dir)

_____ 5a. *Sample communication to parents/guardians (letter, brochure, etc.) about the types of gifted education services, to include time allotted for services, and Georgia Standards of Excellence (GSE) implemented and the manner in which evaluation of the gifted students’ mastery of standards will be conducted.

_____ 5b. *Sample copy of a completed eligibility form for student who qualified for gifted services AND one who did not qualify, listing dates and types of assessments.

School _____ Date _____

Lead Teacher _____

RULE 160-4-2.38 REFERENCE CHART-English

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

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

Initial Eligibility

Option 1: A student must score \geq 99th percentile (grades K-2) or the 96th percentile (grades 3-12) on the composite or full scale score of standardized **mental** ability test **and** meet one of the **achievement** criteria described below.

-OR-

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

Mental Ability	\geq 96 th percentile, by age, on a composite/full scale or appropriate component score of a standardized mental ability test.
Achievement	\geq 90 th percentile, by age or grade, on: Total Battery, Total Reading, or Total Math of a standardized achievement test OR A numerical score \geq 90 on a scale of 1-100 on a superior student-generated product or performance evaluated by a panel of three or more qualified evaluators.
Creativity	\geq 90 th percentile on the Total Battery score of a standardized test of creative thinking (must measure fluency, originality, and elaboration) OR Score \geq 90th percentile on a standardized creativity characteristics rating scale. OR A numerical score \geq 90 on a scale of 1-100 on a structured observation/evaluation of creative products and or performances evaluated by a panel of three or more qualified evaluators.
Motivation	GPA of at least \geq 3.5 on a 4.0 scale in grades 6-12 (GPA based on top 10% average over two years by grade level.) OR A score \geq 90 th percentile on a standardized motivational characteristics rating scale. OR A numerical score \geq 90 on a scale of 1-100 on a structured observation/evaluation of student generated products or performances evaluated by a panel of three or more qualified evaluators.