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## **GIFTED EDUCATION MISSION STATEMENT**

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Georgia educators are committed to the belief that education is a means by which each individual has the opportunity to maximize his or her fullest potential. We believe that all students have a right to an educational experience that challenges their individual development and enhances their academic achievement. In accordance with this philosophy, the Pickens County School District provides educational programs that recognize and make provisions for the unique needs of gifted and talented learners.

### **Definition**

A gifted student is one 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. A gifted student may demonstrate expertise and experience in the specific content area. O.C.G.A 160-4-2-.38 Source: *Georgia Department of Education Resource Manual for Gifted Education Services*.

## **REFERRAL, SCREENING, TESTING, AND EXTERNAL DATA**

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### **Student Referral**

Anyone – teachers, counselors, parents, peers, administrators, or the individual student – may refer students for consideration for the gifted program.

There may be a time when students are automatically referred for gifted testing based on scores achieved on standardized or norm referenced testing.

Students may only be referred for gifted testing every two years.

### **Screener**

Student referrals will be followed by a screening process to determine if further testing is necessary. Once a student is referred, the gifted eligibility committee may use an eligibility checklist to determine if testing is needed. The committee will consider classroom performance, standardized test scores, norm referenced test scores, and/or benchmark data. If the committee deems testing is necessary, parent permission for testing will be requested.

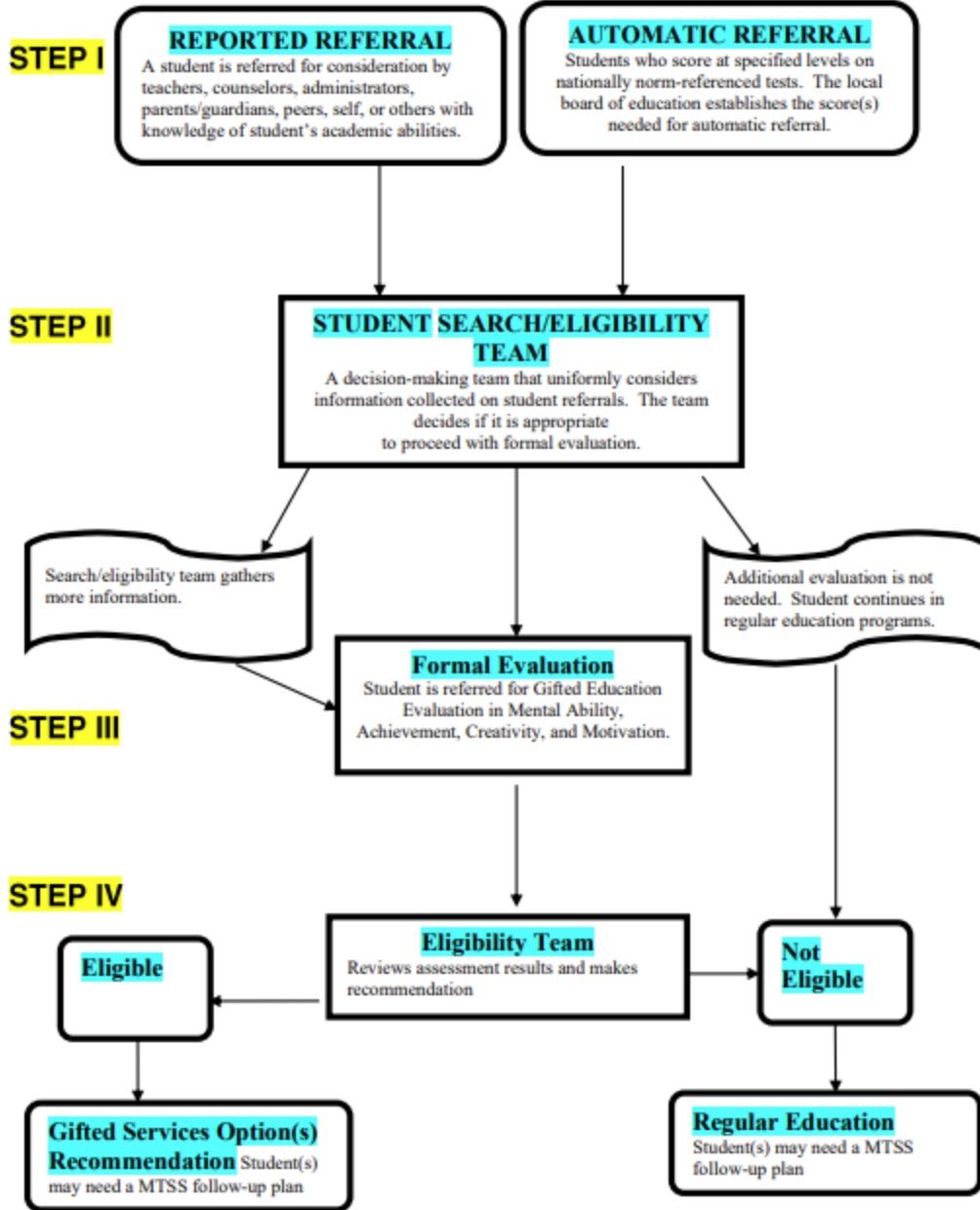
### **Testing**

Once parental permission for testing is received testing will begin. Data will be gathered in the following four areas: motivation, creativity, achievement, and mental ability. These tests and procedures meet standards of validity and reliability for the purpose of identifying gifted students and are non-discriminatory with respect to race , national origin, gender, disabilities, or economic background. Parents shall be informed of the student's eligibility status via the Gifted Eligibility Report and shall be afforded an opportunity for a conference to discuss student eligibility criteria and placement. PARENTS WILL NOT BE ALLOWED TO REVIEW TESTS USED TO QUALIFY STUDENTS FOR THE PROGRAM. THIS IS A BREACH OF TESTING SECURITY.

### **External Data**

Pickens County School District does not use external evaluation data to determine gifted eligibility.

## SECTION IV REFERRAL and ELIGIBILITY PROCESS CHART



## ELIGIBILITY CRITERIA

- In Option A and Option B, information shall be gathered in each of the four categories (Mental Ability, Achievement, Creativity, and Motivation).
- At least one of the criteria must be met by a score on a GaDOE approved nationally normed-referenced test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.
- If a rating scale is used to evaluate and determine eligibility in Creativity, a rating scale shall not be used to evaluate and determine eligibility in Motivation. If a rating scale is used to evaluate and determine eligibility in Motivation, a rating scale shall not be used to evaluate and determine eligibility in Creativity.
- Any piece of information used to establish eligibility shall be current within two years.
- Local school systems must establish policies in regards to the use of data gathered and analyzed by private entities.

Category	Option A <i>Student must have a qualifying score in the Mental Ability <b>AND</b> Achievement categories.</i>	Option B <i>Student must qualify in <b>3 of the 4</b> categories.</i>
<b>Mental Ability</b>	<ul style="list-style-type: none"> <li>· Grades K—2: 99<sup>th</sup> percentile composite score on a nationally age-normed mental ability test</li> <li>· Grades 3—12: ≥ 96<sup>th</sup> percentile composite score on a nationally age-normed mental ability test</li> </ul>	<ul style="list-style-type: none"> <li>· Grades K—12: ≥ 96<sup>th</sup> percentile composite OR appropriate component score on a nationally age-normed mental ability test</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>· Grades K—12: ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> </ul>	<ul style="list-style-type: none"> <li>· Grades K—12: ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on nationally normed achievement test</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>· Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>· Grades K—12: ≥90<sup>th</sup> percentile on composite score on a nationally normed creativity test OR 90<sup>th</sup> percentile score on a rating scale</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>· Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>· Grades 6—12: Two-year average of 3.5 GPA on a 4.0 scale in regular core subjects of mathematics, English/LA, social studies, science, and full-year world languages</li> <li>· Grades K—12: Rating scales used to qualify student motivation must equate to the 90<sup>th</sup> percentile</li> <li>*Grades K-12 Superior product/performance/structured observations with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of 3 or more qualified evaluators</li> </ul>

## **CURRICULUM AND SERVICES PROVIDED**

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Curriculum for identified gifted students in Pickens County concentrates on the GA Standards of Excellence. The curriculum expands on these standards by requiring students to reach a greater depth of knowledge of the standard as well as accelerating the pacing of teaching the standards. Identified gifted students may receive differentiated instructional strategies, tasks, and/or assessments. Identified gifted students may be required to participate in such projects as science and social studies fairs as well as any others the gifted coordinator deems as beneficial for the identified gifted students.

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## **PROGRAM DELIVERY MODELS**

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Source: Georgia Department of Education Resource Manual for Gifted Education Services.

### **Direct Services**

#### **Resource Class (K—12)**

1. All students must have been identified as gifted by GaDOE criteria.
2. 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.
3. 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.

#### **Advanced Content (K—12)**

1. 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).
2. The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The Pickens County School District has an open access policy for AP and/or Honors courses. Enrollment in AP and/or Honors courses does not require gifted eligibility.

#### **Advanced Content Classes – Advanced Placement (AP) College Courses (9—12) and International Baccalaureate Courses (IB), College and Diploma Courses (11—12)**

1. 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).
2. 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.
3. 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.

#### **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.

### **Indirect 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.

## **CONTINUED PARTICIPATION/PROBATION AND TERMINATION OF SERVICES**

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Continued participation in the gifted program, according to Georgia SDE Regulations and Procedures, shall be based on a student's satisfactory performance in gifted classes.

1. Satisfactory performance in the gifted model shall be based on the recommendation of the gifted teacher, with such recommendation to be based on classroom performance and required products in grades K—4, or an earned grade point average greater than or equal to 80% for all academic coursework in grades 5—12 as well as maintain a **class** average of 70% in all academic classes.
2. Any student who fails to meet the continuation criteria (#1 above) will be placed on probation for an entire semester. At the end of the probationary period, the student's status regarding the continuation criteria will be reviewed. The student must have an overall GPA of greater than or equal to 80% for all academic coursework at the end of the probationary status for grades 5-12 as well as a class average of at least 70% in all academic classes. In grades K-4 the gifted teacher will determine if the student may continue receiving gifted services.
3. A student is removed from the program when the terms of the Continued Participation policy criteria are not met.
4. Students who fail to demonstrate satisfactory performance gifted education models at the end of the probation period and for whom gifted services are no longer appropriate shall have a final review before removal of services. Parents shall be notified in writing of this review and that withdrawal is necessary.
5. A student may re-enter the program after completion of at least one semester following removal if the student demonstrated satisfactory performance in regular education classes with a semester grade point average of 80% for academic coursework.
6. A student may withdraw with parent/guardian approval from the gifted program for reasons other than meeting the continuation policy criteria. In such cases, a student must meet criterion #5 above for re-entry.

## **VOLUNTARY WITHDRAWAL FROM GIFTED SERVICES**

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Parents may withdraw their child from gifted services by contacting the gifted coordinator at their school and completing the Voluntary Removal Form. **The parents must also attend a meeting with the gifted coordinator prior to the withdrawal from the program.** If the parents decide to re-enter the gifted program at a later date, the student must have an overall 80 GPA in academic subjects. If the student was on gifted probation at the time of withdrawal, the student must complete the probation term before re-entering and have an overall 80 GPA in academic subjects.

## **RECIPROCITY**

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Any student who meets the state eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system within the state. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. 20-2-2140et.seq.. Source: *Georgia Department of Education Resource Manual for Gifted Education Services*.

## **PROFESSIONAL DEVELOPMENT**

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The Pickens County School District promotes participation of gifted education specialists and general education teachers in professional development activities designed to increase subject matter knowledge, improve the use of curricula and instructional strategies, and assessment measures that are appropriate for gifted and talented students.

## **PROGRAM REVISION**

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All gifted program operations and services will be reviewed annually for compliance with state regulations and program changes.

Additional information may be secured from: <http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>.

**NOTE THE DIFFERENCE**

Source: Janice Szabos, Challenge Magazine, Tennessee Association for the Gifted: <http://www.tag-tenn.org>

<b>A Bright Child</b>	<b>A Gifted Learner</b>
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feeling and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

