



# Gifted Resource Manual

## 2020-2021 School Year

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## **GSCS Vision**

Griffin-Spalding County School System is transforming our community through a quality public education.

## **GSCS Mission**

To prepare each student for college and career by providing a quality, character and standards-based education today.

**The purpose of this manual is to communicate the Griffin-Spalding County School System's Gifted Policies and Procedures. We are in accordance with Georgia State Board Rule 160-4-2-.38.**

## **Gifted Program Description**

The Griffin-Spalding County School System recognizes the need to provide gifted education services to K-12 students who demonstrate the potential for exceptional achievement. The academic instructional program for identified gifted students enhances and extends the state and local curriculum. Students may access the gifted referral procedures without discrimination with regard to race, religion, national origin, gender, disabilities, or economic background. Students must qualify within state guidelines for gifted program eligibility and placement using assessment tools that meet Georgia Department of Education standards of reliability and validity. The procedures described here establish the framework for the Griffin-Spalding County School System to provide gifted services under Georgia Code IDDD and Department of Education rule 160-4-2-.38.

## **Gifted Program Instructional Philosophy**

The intent of the gifted services is to provide educational opportunities and experiences to help students extend their learning, develop individual potential, enhance their self-concept, and become independent learners. The Griffin-Spalding County School System will make efforts to match students' learning needs and interests to programming options available in our district.

## **Gifted Program Identification and Referral Procedures**

Formal identification of the student begins as early as kindergarten and continues through grade 12. In order to identify all students in need of instructional modification and/or special services, a comprehensive talent search is conducted annually and includes the following components:

**Automatic Referrals K-12** – When a system-wide norm referenced test is administered, students who score at or above the 95th percentile on the total battery or total math or total reading will be referred for additional testing.

**Structured Observation** – under the direction of an In-School Review Team, the following observation is conducted system-wide:

*Characteristics Instrument for Screening Students*, in grades K-5, classroom teachers formally observe their students during a designated time period each fall and note those students demonstrating specific behaviors associated with gifted children. Surveys are returned to the gifted program teacher. Names of students needing instructional modification or additional services are listed along with available data and submitted to the In-School Review Team for consideration of need such as further assessment to determine eligibility for gifted education services or instructional modification in the regular classroom. Teachers retain a copy of their original surveys and may add names throughout the year, based on informal observations, for future consideration.

**Reported Referrals** - Any person who has knowledge of a student’s intellectual functioning, such as teachers, counselors, administrators, parents, guardians, peers, self, and others may make a referral. However, such referral does not mandate an evaluation of a student. The referring party should complete the Characteristics Instrument for Screening Students by circling the characteristics observed and give it to the school counselor. All available data such as norm referenced test scores, grades, etc. are entered on an *Eligibility Report*, attached to a completed survey, and submitted to the *In-School Review Team* for consideration of need.

Parents will be notified in writing of the initial consideration for gifted education services. Written notifications will be provided in the home language of the student to the extent feasible.

**Gifted Eligibility Criteria**

Students in the Griffin-Spalding County School System become eligible for gifted education services based upon the criteria provided in the State Board of Education Rule 160-4-2-.38. A multiple criteria assessment process is used to evaluate student eligibility for gifted services. The referral and evaluation of students for the gifted program requires collecting data in the areas of:

- **Mental Abilities** – Measures of cognitive ability: how a student processes information, solves problems, reasons, conceptualizes
- **Achievement** – Measures of academic performance
- **Motivation** – Measures of goal directed behaviors
- **Creativity** – Measures of creative thinking including fluency, innovation, uniqueness, etc.

A student can qualify with one of the two following sets of criteria:

Mental Ability	Achievement
Grades K-2 -- 99%tile Grades 3-12 -- 96%tile or higher on a composite of a standardized mental ability test	90%tile or higher on Total Battery (Composite) OR Total Reading OR Total Mathematics on a standardized achievement test
<b>A student must meet <u>both</u> of the areas above. . .</b>	

**OR**

Mental Ability	Achievement	Creativity	Motivation
Grades K-12 96%tile or higher on a composite or qualifying allowable component of a standardized mental ability test	90%tile or higher on Total Battery OR Total Reading OR Total Mathematics of a standardized achievement test	90%tile or higher on a standardized creativity test OR 90%tile or higher on a standardized creativity rating scale	A two-year average of a 3.5 GPA on a 4.0 scale in regular core subjects of math, English/Language Arts, Social Studies, Science in grades 3-12 OR 90%tile or higher on a standardized motivational characteristics rating scale
<b>A student must meet <u>three</u> of the four areas listed above.            The rating scale may be used for either creativity or motivation, but not for both.</b>			

A student must meet the eligibility criteria in order to receive gifted services. Any piece of information used to establish eligibility shall be current within two years.

Data regarding a student's eligibility that was gathered and analyzed by a source outside the school system may be considered as part of the evaluation process. However, this outside data shall not be substituted for data the school generates during the testing/evaluating process and may never be the sole source of assessment data for determining eligibility for program services.

Following eligibility determination, parents are notified and provided the opportunity for a conference to discuss test results and determine service options. When a child qualifies for gifted services, parents must give written consent before gifted education services are provided. All written notifications will be provided in the home language of the student to the extent feasible.

### **Assessments Used in the Griffin-Spalding County School System**

#### **Achievement**

Measures of Academic Progress (MAP)  
Iowa Assessment  
Kaufman Test of Educational Achievement (KTEA)

#### **Mental Abilities**

Naglieri Nonverbal Ability Test (NNAT)  
Cognitive Abilities Test (CoGat)  
Kaufman Brief Intelligence Test (KBIT)

#### **Creativity**

Gifted Rating Scale (GRS)  
Torrance Test of Creative Thinking (TTCT)  
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)

#### **Motivation**

Gifted Rating Scale (GRS)  
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)

**\*Griffin-Spalding County School System does not include external/private entities' evaluation data in the determination of eligibility for gifted services. However, external evaluation data from external/private entities may be used with other data/evidence in the initial referral process.**

# Griffin-Spalding County Schools Gifted Identification Procedures

## Phase One: Talent Identification

**Automatic Referrals:** Review of available standardized test data K-12

**Structured Observations:** Characteristics Instruments for Screening Students K-5;

**Referrals by Individuals:** Anyone with knowledge of students' abilities.

## Phase Two: School Level Screening

In-School Review teams meet to consider available data on all names submitted for consideration to determine those students in need of instructional modifications, further evaluation, and/or additional services.

## Phase Three: Evaluation for Services

Referral process continues. Gifted evaluation teams notify parents, obtain consent to evaluate, collect and record data.

## Phase Four: Eligibility Determination

Gifted Eligibility Team meets to review data and determine eligibility for services and document status.

### **No Additional Services Needed**

Instructional modifications suggested if indicated

### **Referral Process Ends**

If parent referral - parent is notified

### **Not Eligible**

Parents notified and, if needed, instructional modifications suggested to classroom teacher

### **Eligible**

Parent notified

### **Referred for Special Case Review**

Special circumstances, etc.

## Phase Five: Service Delivery Determination

Parent consent for participation in gifted services received. Services scheduled.

## **Reciprocity**

Any student who meets the initial eligibility criteria in this rule for gifted education services in the state of Georgia shall be considered eligible to receive gifted education services in any school district within the state. There is no mandated reciprocity between states unless the student is a dependent of military personnel.

## Delivery Models

Any state approved model may be used to provide gifted services to meet the advanced learning needs and interests of gifted students, including resource, cluster grouping, collaborative teaching, advanced content and joint enrollment. At a minimum, students identified as gifted will receive 5 segments a week of gifted education services.

**Resource Class (K-12)** -- All students must have been identified as gifted by Georgia State Board of Education criteria. The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 CLASS SIZE. The teacher must have the gifted endorsement. The curriculum must have an academic content foundation, 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 ten segments per week of resource class service.

**Advanced Content Class (6-12)** -- Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. In that case, the local district must establish criteria and guidelines that identify students who will be successful with the advanced curriculum to be offered in these classes. (Identified gifted students may also be required to meet the specific achievement criteria.) Identified gifted students in the advanced content course may be counted at the gifted weight only if (a) the maximum size specified for gifted resource classes in State Board Rule 160-5-1-.08 CLASS SIZE is observed; (b) a description of the course curriculum (showing very clearly how the advanced course content, pacing, process skills emphasis, and expectation of student outcomes differ from the course more typical students at that grade level would take in that content area) is developed and maintained by the local board of education; and (c) the teacher has the following qualifications:

1. Advanced Placement (AP) Courses -- The teacher must have the appropriate content area certification. In addition, the teacher must (a) have been trained by the College Board in that specific AP course and have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students; or (b) have the gifted endorsement.

2. International Baccalaureate (IB) Courses -- The teacher must have the appropriate content area certification. In addition, the teacher must (a) have been trained by the International Baccalaureate Program in that specific IB subject area and have had at least 10 clock hours of staff development in characteristics of gifted learners and curriculum differentiation for gifted students; or (b) have the gifted endorsement.

3. Honors Courses -- The teacher of a locally developed honors course curriculum must have the appropriate content area certification and the gifted endorsement in order to count the gifted students in the class at the gifted FTE weight.

**Cluster Grouping (K-12)** -- Identified gifted students are placed as a group 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 the gifted endorsement. One or two segments per day provided in this setting may be counted at the gifted weight if the teacher documents the curriculum modifications he/she has made for the gifted students by way of (a) separate lesson plans and (b) individual student contracts which show the:

1. Reason(s) why that particular student needs an advanced curriculum in that particular content area (e.g., pretest grades);
2. Learning objectives for the gifted student;
3. Alternative activities in which the gifted student will be engaged;

4. Dates and amount of time (in segments) the student will be engaged in the higher-level activities; and
5. Means by which the gifted student's learning will be assessed (e.g., the expected outcomes or products).

## **Indirect Services**

**Collaborative Teaching (K-12)** -- Direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator). The gifted specialist, the regular classroom teacher, and the gifted student (when appropriate) collaborate in the development of challenging assignments which substitute for or extend the core curriculum objectives which the identified gifted student has already mastered. To ensure adequate time for the gifted specialist to meet with teaching partners and gifted students, develop or secure advanced materials and other resources, develop individual student contracts, and provide small group or individual instruction, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education programming responsibilities (as determined by the local system) for every three classes in which he/she has collaborative teaching responsibilities. The total number of gifted students whose instruction may be modified through this collaborative approach may not exceed an average of eight per class. For example, if the gifted program specialist 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 modified) divided among the three classes, and the gifted specialist must be given one full class period at some point during the week to plan appropriately challenging instruction, gather advanced materials, meet with teacher partners and students, and/or provide small group or individual instruction for gifted students.

## **Curriculum and Instruction**

### **Elementary School K-5**

At the elementary level, identified gifted students are served through the Program Challenge Enrichment Program. Students attend gifted resource classes one day a week. These classes are taught at the Elementary Enrichment Center. Students experience curriculum with an academic content foundation based on the state and system curriculum performance standards. The focus of the elementary gifted curriculum is interdisciplinary enrichment activities. Units are revised as needed to ensure that our gifted students are achieving at a high level. The content and pacing of the curriculum is differentiated to the extent that activities are clearly not appropriate for more typical students at that grade level. In addition, students identified as gifted may be served with collaborative teaching or cluster grouping. Gifted students will receive appropriate differentiated curriculum and instruction in their regular school classrooms on days they are not attending Program Challenge. At a minimum, eligible students are served the equivalent of five segments of gifted instruction per week.

### **Middle School 6-8**

Middle school gifted services are delivered through advanced content courses in English/Language Arts, Mathematics, Science and Social Studies. When possible, placement in academic classes is based on the student's area(s) of giftedness. The content of these courses is based on state and system curriculum performance standards, but the course content, pacing, process skill emphasis and expected student outcomes differ from the course more typical students at that grade level would take. In addition, students identified as gifted will receive appropriate differentiated curriculum and instruction in their other classes. Units are revised as needed to ensure that our gifted students are achieving at a high level. At a minimum, eligible students are served the equivalent of five segments of gifted instruction per week.



## High School 9-12

At the high school, gifted services are delivered through advanced content courses in the academic areas. Honors, Advanced Placement (AP), and Move on When Ready courses provide advanced learning experiences for the high school gifted student. The content and pacing of the curriculum is differentiated to the extent that activities are clearly not appropriate for more typical students at that grade level. In addition, students identified as gifted will receive appropriate differentiated curriculum and instruction in their other classes. Units are revised as needed to ensure that our gifted students are achieving at a high level. At a minimum, eligible students are served the equivalent of five segments of gifted instruction per week.

### Professional Development

Professional development activities will be provided to develop content which is differentiated, more rigorous and significantly different from that of the regular classroom and the student expectations call for utilization of higher levels of thinking and questioning.

### Continuation Plan

Student performance in the gifted program will be evaluated annually and the conclusion of each grading period by the local school's gifted education program teacher(s). **This evaluation will be based on the student's performance in the gifted program classroom.** Parents will be notified as to whether performance is satisfactory (80% 3s and 4s or B Average) or unsatisfactory.

**In the event a student's performance is deemed unsatisfactory in gifted education class (es), parent(s) will be notified and a meeting will be scheduled to develop an intervention plan.** The parent(s), principal's designee, and the gifted education teacher(s) in the area or areas in which the student is experiencing difficulty will comprise the intervention team. The student will be included when appropriate. In the event that the parent is unable to attend this meeting, the parent will be sent a written notification of the intervention plan. The intervention plan will be implemented during the probationary period which lasts for one semester.

Upon completion of the intervention/probationary period (one grading period), a second meeting will be scheduled to review the student's progress. At that meeting the intervention team (including the parent(s) and the student) will meet to evaluate the student's performance. The student's academic record will be reviewed to determine if satisfactory performance has been maintained during the semester of probation. The team will determine continuation in or dismissal from the gifted program. The gifted program teacher and principal's designee will make the final decision regarding continuation with input from the parent(s) and student. Parents who do not attend this meeting will be notified of the intervention team's recommendation for their child's continuation or discontinuation in the gifted program.

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

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

**(1) DEFINITIONS.**

- (a) **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.
- (b) **Georgia Department of Education** – (GaDOE) the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.
- (c) **Gifted Student** - a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.
- (d) **Local Board of Education (LBOE)** – agency charged with adopting policies to govern educational entities within the local educational agency.
- (e) **Local Educational Agency (LEA)** – local school system pursuant to LBOE control and management.
- (f) **Panel of Qualified Evaluators** - experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.
- (g) **Qualified Psychological Examiner** - a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.
- (h) **State Board of Education (SBOE)** – the constitutional authority which defines education policy for public K-12 education agencies in Georgia.

**(2) REQUIREMENTS.**

- (a) **Notification.** The LEA 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 the LEA.
  2. Notification of initial consideration for gifted education services.
  3. Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.
  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.

2. **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.

(i) The LBOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.

(ii) The LBOE shall 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.** The LEA shall 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*.

1. 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 in paragraph (2)(d) 5.(ii) Achievement, 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.

2. 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.

3. Test scores used to establish eligibility shall have been administered within the past two calendar years.

4. Any data used in one area to establish a student's eligibility shall not be used in any other data category.

5. Data shall be used for eligibility in the four areas according to the following:

(i) **Mental Ability.** Students shall score at or above the 96<sup>th</sup> 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.

(I) 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.

(II) Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.

(ii) **Achievement**. Students shall score at or above the 90<sup>th</sup> 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 at or above 90 on a 100-point scale as evaluated by a panel of qualified evaluators.

(I) 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.

(II) 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.

(iii) **Creativity**. Students shall score at or above the 90<sup>th</sup> percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90<sup>th</sup> percentile on a standardized creativity characteristics rating scale, or receive from a panel of qualified evaluators a score at or above 90 on a 100-point scale on a structured observation/evaluation of creative products and/or performances.

(I) 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.

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

(III) 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.

(iv) **Motivation**. Students shall receive a score at or above the 90<sup>th</sup> percentile on a standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 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.

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

(II) 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.

(III) GPAs 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.

6. Assessment data that were gathered and analyzed by a source outside the student's school or LEA 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.

(e) **Continued Participation.** The LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA 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 classes, as described in the LBOE continuation policy and stated in the continuation policy.

1. The LBOE 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 LBOE.

2. The LBOE 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.

(f) **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.

(g) **Curriculum and Services to Be Provided.**

1. 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.

2. 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*.

(h) **Data Collection.**

1. 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.

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

(i) **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.

**Adopted:** May 10, 2012

**Effective:** May 30, 2012

**Board Policy**  
**Education Program for Gifted Students**

**Descriptor Code: IDDD**

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The Griffin-Spalding County Board of Education recognizes the need to provide gifted education services to students who have the potential for exceptional academic achievement in grades K-12. These services will be provided as prescribed by state law and SBOE rule 160-4-2-.38.

The Superintendent or his/her designee shall develop and maintain regulations and procedures for the operation and guidelines for the development of the descriptions, and continuation policies for the gifted program as described in the Georgia Department of Education Regulations and Procedures and as prescribed by state law and SBOE rule 160-4-2-.38.

## GSCS - 2020-2021 Gifted Testing Dates

### Fall 2020

August 2020	Gifted-characteristics identification, Referral and Assessment Process Training for Elementary and Secondary Staffs
September 10	Gifted Education Parent Information Night – Central Office Learning Center – 5:30pm-7:00pm
September 14- 22	Gifted-eligible referral forms submitted to the school- Complete Referral Packets
September 23-25	Hold review team meetings at the school
September 28	Referral packets due to Program Challenge Center
Week of October 5	Consent forms and Teacher Checklists sent to schools
October 21	Consent forms and Teacher Checklists due back to Program Challenge Center
October 26-30	Gifted Testing Window

### Spring 2021

January 14	Gifted Education Parent Information Night – Central Office Learning Center – 5:30pm-7:00pm
January 19- January 29	Gifted-eligible referral forms submitted to the school- Complete Referral Packets
February 1-5	Hold review team meetings at the school
February 8	Referral packets due to Program Challenge Center
Week of March 1	Consent forms and Teacher Checklists sent to schools



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**NOTIFICATION OF PROBATION**

Date

Dear Parent/Guardian,

As you were made aware when your child, \_\_\_\_\_, entered Gifted Education, the Griffin-Spalding County School Board –approved Gifted Education Continuation Procedure stated that each student must maintain satisfactory performance in his/her gifted classes to remain in the program.

According to the most recent progress report cards, your child’s performance is deemed unsatisfactory in his/her gifted education classes.

A meeting is being scheduled on \_\_\_\_\_ to develop an intervention plan. The meeting will take place at \_\_\_(location)\_\_\_\_\_ at \_\_\_(time)\_\_\_\_\_. After one grading period, we will meet again to evaluate the student’s performance to determine if satisfactory progress has been achieved. At the second meeting, the team will determine continuation in or dismissal from the gifted program.

If you have any questions or concerns, please contact me at school.

Gifted Specialist

**PLEASE SIGN AND RETURN FOR YOUR CHILD’S FILE**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



# Griffin-Spalding County School System Gifted Education Program



## ACADEMIC PLAN OF IMPROVEMENT Referral to Gifted Eligibility Team

<b>Student Name</b>		<b>Student Number</b>	
<b>School</b>		<b>Meeting Date</b>	

Meeting Summary:

**Interventions:**

- 1.
- 2.
- 3.

**Teacher will:**

- 1.
- 2.
- 3.

**Parent will:**

- 1.
- 2.
- 3.

**Student will:**

- 1.
- 2.
- 3.

**Other will:**

- 1.
- 2.
- 3.

**Status**

- Return to good standing     
  Withdraw from program (Parent request)     
  Termination from gifted program

**Team Members:**

**PLEASE SIGN AND RETURN FOR YOUR CHILD'S FILE**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Team Chairperson Signature

\_\_\_\_\_  
Date



216 South Sixth Street • P. O. Drawer N • Griffin, GA 30224  
 Phone: (770) 229-3700 • www.spalding.k12.ga.us

## ELEMENTARY

205 Spalding Drive  
 Griffin, Georgia 30223

Phone 770-229-3733 Fax 770-467-4635

### Request for Consideration of Gifted Services

<b>Student Name:</b> _____	<b>Date of Birth</b> _____
<b>Ethnicity:</b> _____	<b>Grade</b> _____
<b>Teacher:</b> _____ <b>School</b> _____ <b>Gifted Endorsed?</b> ___Y___N	
<b>Please explain any modifications concerning this student:</b> (Vision, hearing, special needs, I.E.P., 504 Plan, etc.)	

### Things to Look For (attach documentation for Mental Ability, Motivation and/or Creativity):

Achievement	Mental Ability	Motivation	Creativity
Testing (check one) ___ GA Milestone  ___ MAP (%) Reading _____ Math _____	<b>Look For:</b>  -ability to think critically, reason logically	<b>Look For:</b>  -unusually persistent -independent -bored with common tasks	<b>Look For:</b>  -risk taker -includes details in work -original ideas

**Evidence of Differentiated Instruction:**

### For Review Team Members only:

<b>Date of meeting:</b> _____	
<b>Signatures:</b>	
_____	_____
_____	_____
<b>Referral Type</b>  ___ CISS Checklist OR  ___ Teacher ___ Parent ___ Self  ___ Peer ___ Other	<b>Review Team Decision</b> ___ Refer for possible screening ___ Wait ___ No further screening required at this time



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# SECONDARY

205 Spalding Drive  
 Griffin, Georgia 30223

Phone 770-229-3733 Fax 770-467-4635

## Request for Consideration of Gifted Services

<b>Student Name:</b> _____	<b>Date of Birth</b> _____
<b>Ethnicity:</b> _____	<b>Grade</b> _____
<b>Teacher:</b> _____ <b>School</b> _____ <b>Gifted Endorsed?</b> <input type="checkbox"/> Y <input type="checkbox"/> N	
<b>Please explain any modifications concerning this student:</b> (Vision, hearing, special needs, I.E.P., 504 Plan, etc.)  _____	

### Things to Look For (attach documentation for Mental Ability, Motivation and/or Creativity):

Achievement	Mental Ability	Motivation	Creativity
Testing (check one) <input type="checkbox"/> GA Milestone  <input type="checkbox"/> MAP (%) Reading _____ Math _____  GPA _____	<b>Look For:</b>  -ability to think critically, reason logically	<b>Look For:</b>  -unusually persistent -independent -bored with common tasks	<b>Look For:</b>  -risk taker -includes details in work -original ideas

Evidence of Differentiated Instruction:

### For Review Team Members only:

<b>Date of meeting:</b> _____	
<b>Signatures:</b>	
_____	_____
_____	_____
<b>Referral Type</b>  <input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Self  <input type="checkbox"/> Peer <input type="checkbox"/> Other	<b>Review Team Decision</b>  <input type="checkbox"/> Refer for possible screening <input type="checkbox"/> Wait <input type="checkbox"/> No further screening required at this time