Chattooga County Schools Program for the Gifted



The Chattooga County School District does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs, activities, or employment practices.

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Chattooga County School System
Program for the Gifted

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Section 1
Description of Program
Chattooga County School System
Program for the Gifted
Program Description

I. Program's Major Goals:

- To provide for the extension or enrichment of learning
- To develop individual potential
- To provide enhancement of the gifted student's self concept
- To develop cognitive learning
- To develop research and reference skills
- To develop metacognitive skills

II. Instructional/Content Area Focus:

Instruction for identified gifted students is provided in one or more of the following content areas:

Language Arts Mathematics Science Social Studies

III. Delivery Models:

The following delivery models are offered at varying schools and grades depending on schedules and sites:

Resource Class	Cluster Grouping	Honors and AP Classes
Lyerly Elementary (6-8)	Leroy Massey (K-5)	Chattooga High School (9-12)
Summerville Middle (6-8)	Lyerly Elementary (K-8)	
	Menlo Elementary (K-8)	
	Summerville Middle (6-8)	

IV. Curriculum:

The Gifted Curriculum is based on the principles of Differentiated Curriculum for the Gifted and Talented, the Georgia Performance Standards, the Common Core Standards, the NAGC Standards (2000), and the Georgia Board approved curriculum courses.

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

Chattooga County School System

Program for the Gifted

Philosophy

The Chattooga County School System has as its responsibility the provision of an educational program of high quality tailored to the current and future needs of the individual student as well as to those of the community of which the schools are a significant part.

It is the further responsibility of the school system to recognize the uniqueness of the individual; to contribute to his growth and development – physically, intellectually, and socially; and to provide opportunities for learning which will enable the individual to function as an active participant in a democratic society, thereby strengthening the society.

In pursuing these goals, the system strives to provide an educational environment in which equality of opportunity is an integral part. In addition, the daily program provides opportunities to develop respect for the worth, dignity, and ability of the individual; respect for moral and spiritual values and ethical standards of conduct; and respect for the nation's heritage and its principles.

The overall aim in the Program for the Gifted is to provide for the extension and enrichment of learning opportunities, development of individual potential, enhancement of the gifted student's self concept, and advancement toward becoming an independent learner beyond the opportunities/experience of the regular classroom, as well as providing differentiated curricula offerings.

Chattooga County School System

Program for the Gifted

Notice

The Chattooga County School System will notify parents and guardians of all students in writing of the eligibility criteria and referral process for the Program for the Gifted via public notice in the student handbooks and county website.

Parents or guardians of potentially gifted students and/or eligible students for gifted services will receive the following information:

1. Initial consideration of gifted services – parents and/or guardians shall be afforded an opportunity for a conference to discuss student eligibility criteria and/or placement if requested
2. Student's eligibility status following assessment
3. Continuation criteria for students identified and placed in the Program for the Gifted
4. Delivery model, teaching strategies and allotment of time in terms of FTE segments that is scheduled to provide gifted services to each student
5. Length and guidelines regarding a probationary period and criteria for reinstatement to gifted services

Chattooga County School System

Program for the Gifted
Outside Data

The Chattooga County School System will accept outside school system data if it does not replace or substitute data previously generated and obtained for eligibility placement by school system personnel.

Thus, if a student from outside the Chattooga County School System submits data and meets the Georgia eligibility criteria for gifted education services, he/she will be considered eligible to receive gifted education services in Chattooga County School System. However, a student transferring from one school system to Chattooga County School System shall meet the criteria for continuation of gifted services established by the Chattooga County Board of Education.

Chattooga County School System

Program for the Gifted
Curricular Considerations

The Chattooga County School System's (CCSS) gifted curriculum is based on the learning needs of the gifted students. Gifted education services meet the needs of the individual students in the area of giftedness.

CCSS guarantees that the gifted services meet Georgia Standards of Excellence while providing differentiated curriculum based on the assessed needs of the students. The Gifted curriculum includes more elaborate, more complex and in-depth study of major ideas, problems and themes than would be ordinarily available in the regular classroom. This curriculum enables students to conceptualize existing knowledge and to generate new knowledge.

The Gifted Curriculum for CCSS is based on the National Association for Gifted Children Standards (2019), Georgia Programming Standards for Meeting the Needs of Gifted and High Ability Learners, the Georgia Standards of Excellence, the Georgia Board of Education approved curriculum courses, and the curriculum guides for the CCSS Gifted Curriculum.

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:

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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)

Chattooga County School System

Program for the Gifted
Delivery Models

In the Chattooga County School System, students identified as eligible for the Program for the Gifted must receive a minimum of five (5) FTE segments per week. Students will be served through a variety of delivery models tailored to meet student and school needs.

Instruction for identified gifted students is provided in one or more of the following content areas:

1. Mathematics
2. Science
3. ELA (English/Language Arts)
4. Social Studies
5. Foreign Language
6. Fine Arts
7. Vocational/Technical Education

The Chattooga County School System provides gifted services to gifted students through a variety of delivery models. Models may differ between semesters and/or grading periods. Models frequently vary among school and grade levels and may differ among classes since student's instructional needs are met through the most appropriate delivery system.

The following delivery systems are offered at varying schools and grades depending on schedules and sites:

1. Resource Classroom Delivery Model

Gifted students are grouped with other gifted students for one to three segments per day or the equivalent. The term pull-out is often used to describe this model. In this model students receive direct instruction in academic content areas from a teacher certified in gifted. A differentiated curriculum in the academic content areas is offered. Maximum class size is 17 for elementary and middle grades. Maximum class size for high school grades is 21. Cross-grade grouping is permitted for maximizing class size and for scheduling purposes.

2. Facilitator Delivery Model

There are four delivery methods under the facilitator model. A written contract should be required for any gifted student enrolled in any of these methods. The contract describes four requirements which are (1) the objective(s); (2) the activities; (3) the product(s); and (4) the contract time in segments. The facilitator must be a teacher certified in gifted. Full-time equivalent (FTE) funds are earned according to the contract that specifies the amount of time in segments a student will be in a specific setting during the instructional day.

A. Cluster Grouping

Gifted students are grouped with other students of mixed abilities for one to six segments per day in a regular classroom. The classroom teacher is certified in gifted education. Specific content that is designed for the gifted students is documented by contract or syllabus. Small grouping is suggested.

B. 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 the gifted FTE weight:

1. The collaborating gifted teacher must have a clear renewable GaPSC approved gifted education endorsement.

2. 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 evaluation practices.

3. The collaborating regular classroom teacher and gifted teacher must be provided adequate planning time which must be documented and approved by the LEA. In certified personnel information, the regular education teacher is the teacher of record and the gifted program teacher is recorded in the consultative subject code (see table 1).

4. The gifted education teacher must be given one full period each week or its monthly equivalent during which he/she has only gifted education collaborative planning responsibilities (as determined by the local system) for every three classes in which he/she has collaborative teaching responsibilities.

5. 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 among the three classes).

6. 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 ways:

a. 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-referenced tests and/or benchmark tests

b. a time and discussion log of the collaborative planning sessions between the teachers

b. individual or small group contracts indicating the differentiated learning standards for the gifted student(s) and the alternative instructional strategies in which the gifted student(s) will be engaged.

Table 1: Planning Time for Gifted Program Specialist in the Collaborative Teaching Model per week

Number of classes within which the gifted specialist collaborates	Number of segments counted at the gifted weight	Required collaborative planning time in minutes
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

C. Honors Classes/Advanced Content

Gifted students are grouped with other students of similar abilities for one to six segments per day. The curriculum for the gifted students is content-based, and is differentiated via a written contract. For the elementary and middle school grades, the maximum class size is 17 gifted students with the remainder of students with mixed abilities. For high school grades, maximum class size is 21 with the remainder of students with mixed abilities. Classes are taught by a teacher of the gifted.

D. Acceleration

Individual gifted students are advanced in grades(s) in specific content areas and are taught by a classroom teacher. The class is facilitated by the teacher of the gifted via contract. This method is usually defined as a student placed one or two grade levels ahead of his/her normal chronological placement.

E. Advanced Placement (AP)

Advanced placement courses are those courses offered through the College Board, Advanced Placement Education Services. These courses offer students an opportunity to complete college-level courses while still in secondary school. One or more of the academic content areas must be approvable for advanced placement. These courses must be taught by teachers certified in the appropriate content area. A written contract is required and is facilitated by the teacher of the Gifted. Class size is up to 21 gifted students in high school grades.

F. Directed Study

Selected gifted students are allowed to pursue an area of interest in the instructional day in one or more of the academic areas. Students shall be instructed by staff certified in the appropriate content area(s). A written contract is required and is facilitated by the teacher of the Gifted.

G. Inclusion

The classroom teacher and the teacher of the gifted team-teach with a group of gifted and non-gifted students. Differentiated curriculum must be documented via contract and facilitated by the teacher of the Gifted. Team teaching is usually for one or two segments per day.

Chattooga County School System

Program for the Gifted

Delivery Models *updated table layout (same information)

Delivery Method	Curriculum	Grouping Practice	Schedule	Who Delivers	Other Considerations
RESOURCE ROOM	Units of Study, Interdisciplinary Thematic Accelerated, in-depth study	Up to 17-elementary/middle Up to 21-high school	Daily; Extended period; twice weekly	Teacher of the Gifted	May cross-grade group for maximum class size
CLUSTER GROUPING	Specific content: Interdisciplinary	6-10 in a classroom with remainder of mixed ability	Small group as needed	Classroom Teacher certified in gifted education	Certification opportunities for classroom teacher. Must be documented by contract/syllabus
HONORS/ADVANCED CONTENT	Content-based	Up to 17 elementary/middle schools with remainder of mixed ability. Up to 21- high school with remainder of mixed ability	Daily	Teacher of the Gifted	Differentiation must be documented via contract
ADVANCED PLACEMENT (AP)	Specific content	Up to 21 gifted high school	Daily	Classroom Teacher	If mixed ability class differentiation must be documented via contract
Other State Approved Delivery Models					
ACCELERATION	Specific strength area	Individual	Daily	Classroom Teacher	Facilitated by Teacher of the Gifted for FTE earnings. Must design contract.
COLLABORATIVE TEACHING	Content-based	Maximum of 8 gifted students placed in a heterogeneous	Daily	Teacher of the gifted and the regular classroom teacher	Facilitated by a certified gifted education teacher. Must design student contract
DIRECTED STUDY	Interest area	Up to 21 high school	Daily	Teacher of the Gifted	Document curriculum content with student contract
INCLUSION	Extension of classroom content	Individual small group	Daily Scheduled	Classroom teacher and Teacher of the Gifted collaborate	Must be documented on student contract

Chattooga County Schools
Program for the Gifted



Section Two
Policies

160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS

(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 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.

(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 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 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 90th percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale, or receive from a panel of qualified evaluators Georgia Department of Education 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 90th 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 90th 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 90th 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 Georgia Department of Education 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.

1.1. Adopted: May 10, 2012 **Effective:** May 30, 2012

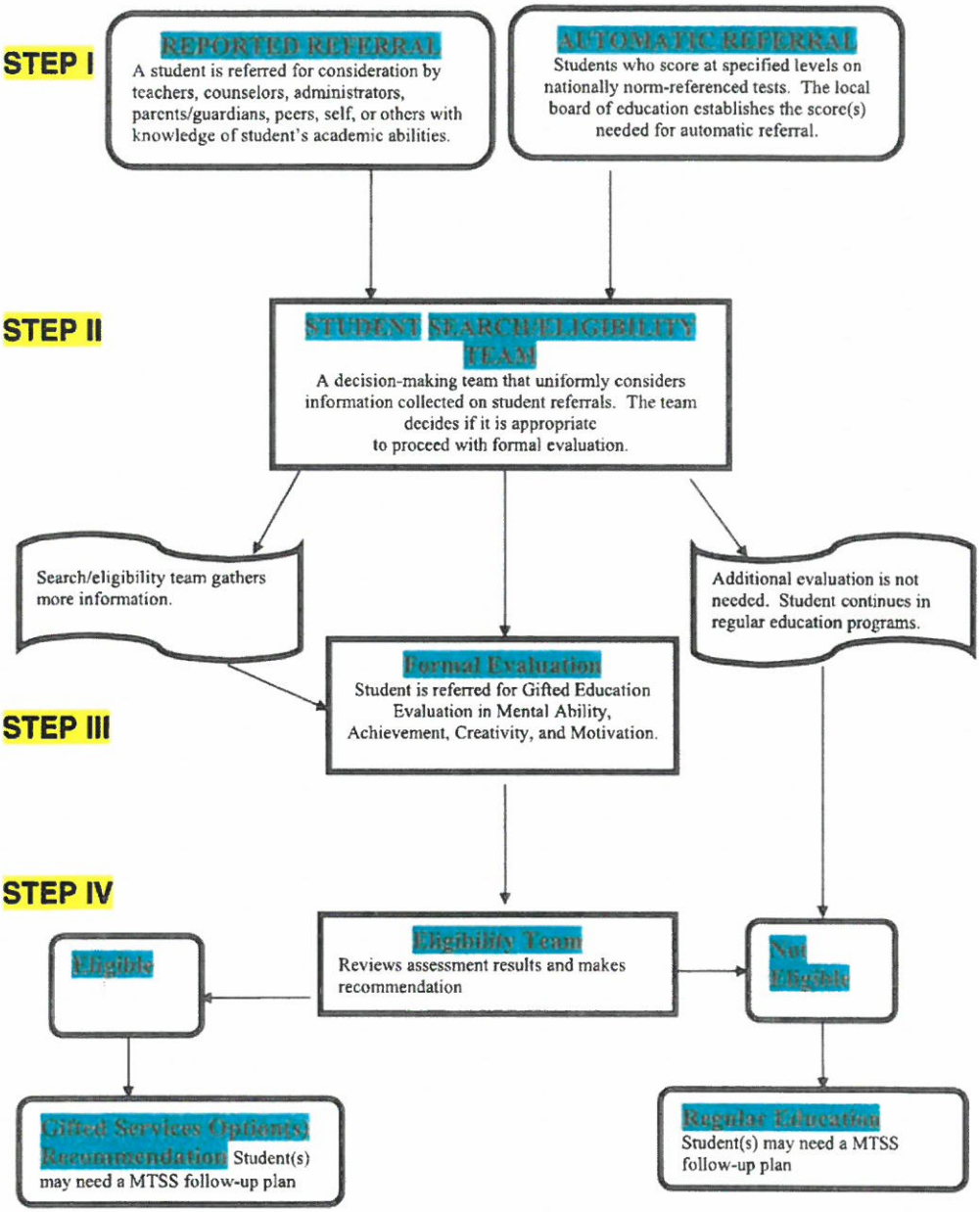
GIFTED EDUCATION ELIGIBILITY CHART

In option A and B, information shall be gathered in 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 shall not be used to establish eligibility in another category.
If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate 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	Option B
	Student must have a qualifying score in the mental ability AND achievement categories.	**Student must qualify in three of the four categories.**
Mental Ability	➢ Grades K-2 99th% percentile composite score on a nationally age normed mental ability test ➢ Grades 3-12 ≥96th percentile composite score on a nationally age normed mental ability test	➢ Grades K- 12 ≥ 96th percentile composite OR appropriate component score on a nationally age normed mental ability tests
Achievement	➢ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	➢ Grades K-12 ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test ➢ Grades K – 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators
Creativity	➢ Evaluation data required	➢ Grades K-12 ≥ 90th percentile on composite score on a nationally normed creativity test ➢ Grades K-12≥ 90th percentile on 2 of 3 required creativity ratings ➢ Grades K-12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

Motivation	Evaluation data required	➢ Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science, and full year world languages. (See pg. 30 for add'l information) ➢ Grades K-12 Rating scales used to qualify student motivation must equate to the 90th percentile by 2 of 3 required evaluators ➢ Grades K – 12 Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators

SECTION IV REFERRAL and ELIGIBILITY PROCESS CHART



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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 following GaDOE approved models. Local Education Agencies (LEA) shall make available to the public and the GaDOE a description of the differentiated curricula and delivery models used for instruction of gifted students. In forming classes, please keep in mind that Federal law prohibits discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background.

A differentiated curriculum is defined as courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students. In the delivery models described below, the instruction must be based on the Georgia curriculum standards. These regulations also describe the requirements that must be met in order to count the instructional segments provided by any of these models at the gifted weight in full time equivalency (FTE) reporting. The Georgia Professional Standards Commission (GaPSC) requires that gifted education teachers have a gifted education endorsement attached to their Georgia Teaching Certificate. Unless noted otherwise, the total class size is specified by the SBOE Rule 160-5-1-.08.

Direct Services

Resource Class (K-12)
1. All students must have been identified as gifted by SBOE 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.
4. Gifted students may receive no more than 10 gifted FTE segments per week of resource class service.

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.
3. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes.
4. 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.
5. Identified gifted students in the advanced content course may be counted at the gifted FTE weight. Students who are not identified as gifted must be counted at the regular education FTE weight.
6. In grades K-5, gifted students may receive no more than two gifted FTE segments per day of advanced content service in the same content area.
7. 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 advanced 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)

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 skills, and assessments differ from the courses more typical for students at that grade level.

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

5. 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:

1. **Advanced Placement (AP) Courses**:

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

b. 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

c. The teacher has a current GaPSC issued gifted endorsement.

2. **International Baccalaureate (IB) Diploma Courses**:

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

b. 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

c. The teacher has a current GaPSC issued gifted endorsement.

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

a. The teacher must have the appropriate content area GaPSC approved certificate in the specific honors course.

b. The teacher has a current GaPSC issued gifted endorsement.

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

4. **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.

1. The regular classroom teacher must have a current GaPSC approved gifted endorsement.
2. A maximum of two gifted FTE segments per day may be counted at the gifted weight. The teacher must document the curriculum differentiation for the gifted student(s) by completing individual or group contracts which include the following requirements:

a. 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 student(s) at that grade level.

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

c. Dates and amount of time (in segments) the student(s) will be engaged in the higher-level activities and how the students will be evaluated (formative and summative).

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

1. The collaborating gifted teacher must have a clear renewable GaPSC approved gifted education endorsement.

2. 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 evaluation practices.

3. The collaborating regular classroom teacher and gifted teacher must be provided adequate planning time which must be documented and approved by the LEA. In certified personnel information, the regular education teacher is the teacher of record and the gifted program teacher is recorded in the consultative subject code (see table 1).

4. The gifted education teacher must be given one full period each week or its monthly equivalent during which he/she has only gifted education collaborative planning responsibilities (as determined by the local system) for every three classes in which he/she has collaborative teaching responsibilities.

5. 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 among the three classes).

6. 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 ways:

a. 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-referenced tests and/or benchmark tests);

b. a time and discussion log of the collaborative planning sessions between the teachers

c. individual or small group contracts indicating the differentiated learning standards for the gifted student(s) and the alternative instructional strategies in which the gifted student(s) will be engaged.

Table 1: Planning Time for Gifted Program Specialist in the Collaborative Teaching Model

Number of classes within which the gifted specialist collaborates	Number of segments counted at the gifted weight	Required collaborative planning time in minutes
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

Internship/Mentorship (9-12)

A gifted student works with a mentor to explore a profession of interest. The gifted program internship teacher assigned to supervise the internship/mentorship program 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 FTE weight for students participating in the gifted internship/mentorship program. Each internship/mentorship student must have a contract which document the work to be done, the learning goals 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 students learning will be evaluated, and the responsibilities of the gifted program internship teacher and the mentor.

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

Approved Innovative Models

The GaDOE encourages the development of innovative programs for gifted students which are clearly in accordance with the needs of the gifted learners and the philosophy of the district. If a school district desires to implement a gifted program delivery model other than one of the models described above, the district must submit a description of that plan to the Gifted Education Specialist at the 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 gifted FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTEs will be generated).

The SDOE 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 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 SBOE and /or the GaDOE regulations, the GaDOE Gifted Education Specialist will advise the district contact that the Local BOE must be granted a waiver from the SBOE before that model could be used to provide gifted education services.

CHATTOOGA COUNTY BOARD OF EDUCATION	Descriptor Code: IDDD	Issued Date: 2/16/88
Descriptor Terms: GIFTED STUDENTS	Rescinds:	Issued:

Chattooga County School System recognizes the need to provide gifted education services to students who have the potential for exceptional academic achievement in grades K-12. Chattooga County Schools shall comply with all state policies concerning educational programs for gifted students. A gifted student demonstrates a high degree of intellectual creative and/or artistic abilities possesses exceptional leadership skills or excels in specific academic fields.

The Chattooga County School System endorses the development and operation of special instruction and/or ancillary services for gifted students to achieve at levels commensurate with his or her abilities.

Adopted: prior to 1976
Revised: September, 1976
Revised: February 16, 1988
Revised: October 14, 1996
Revised: June, 2010
Revised: June, 2013
Revised: May, 2016
Revised: June, 2017
Revised: May, 2020

CHATTOOGA COUNTY BOARD OF EDUCATION	Descriptor Code: IDDD – R	Issued Date: 2/16/88
Descriptor Terms: **GIFTED STUDENTS** (Continuation Criteria)	Rescinds:	Issued:

CHATTOOGA COUNTY SCHOOL SYSTEM
PROGRAM FOR THE GIFTED
CONTINUATION POLICY

Continued placement in the Program for the Gifted, according to the Georgia State Department of Education regulations and procedures, shall include satisfactory performance in gifted classes and must provide for a probationary period. To meet these requirements satisfactory performance shall be determined by maintenance of an overall "B" or 80+ for the student's academic coursework average (academic GPA), and no 9-week average below a 70 in academic subjects for which the student receives gifted education services. The student must also score proficient (level 3) or beyond on the Georgia State Standardized Test in the subject areas for which he or she receives gifted services.

Continued placement for gifted students shall consist of the above unless there are compelling reasons why special consideration should be given. These reasons must be documented.

Students failing to meet the continuation criteria are automatically placed on probation. Probation may last a minimum of one semester, but no more than two semesters. Parents will be notified in writing of this probation.

Students on probation who do not show improvement after two semesters will be automatically withdrawn from the program. Parents will be notified in writing prior to withdrawal. If withdrawn, a student may re-enter the Program for the Gifted upon meeting the specifications of the continuation criteria.

Adopted: **prior to 1976**
Revised: **September, 1976**
Revised: **February 16, 1988**
Revised: **October 14, 1996**
Revised: **June, 2010**
Revised: **June, 2013**
Revised: **June, 2015**
Revised: **May, 2020**

Chattooga County Schools
Program for the Gifted



Section Three
Referral Procedures

Chattooga County School System
Program for the Gifted
Referral Procedures

I. Automatic Referral Procedures for Developing a Pool of Potentially Gifted Students

Each school year a committee of teachers of the gifted will review Northwest Evaluation Association Measures of Academic Progress (MAP) results to establish a pool of potential gifted students. The committee will use the criteria of scoring in the 90th Percentile or above based on the middle score of the percentile range. From the criteria, the committee will compile a list of students for the committee to review as potentially gifted students. From the list of potentially gifted students, each Gifted Coordinator will complete the following steps. A file for each referred student will be established. The Gifted Referral Form (Form A) will be filled out for each student referral.

A. Contact the Parents

1. School personnel must inform the student's parents of the reason for referral by sending the following form to be completed and returned to the school:

   a. Notification of Consideration/Evaluation Consent (Form B)

B. Administer Tests

The Gifted Coordinator will administer at least one approved mental ability test to the referred student. (See Section Five: Addendum for state approved tests.) The Northwest Evaluation Association Measures of Academic Progress (MAP) will serve as the primary achievement assessment.

C. Obtain Creativity Criteria

The classroom teacher and two other individuals must complete one of the Creativity Rating Scales Form D or the Gifted Coordinator will administer the Torrance Test of Creativity.

D. Obtain Motivation Criteria

The Gifted Coordinator will obtain the Grade Point Average (GPA) for grades 6-12 or have three individuals complete the Motivation Checklist (Form E)

E. Complete the Referral/Eligibility Report Form

a. The Gifted Coordinator will complete the Referral/Eligibility Report (Form C) and include data that pertains to the following four categories.
   1. Mental Ability
      a. List the percentile scores
   2. Achievement
      a. List the percentile scores for Total Reading, Total Math, and/or Total Battery
   3. Creativity
      a. List the score from the Creativity Rating Scale or Torrance Test of Creativity
   4. Motivation
      a. List the GPA or score from the Motivation Rating Scale

(Refer to Section VI. Categories for Multiple Criteria for New Rule .38 of 2012 for selection of test and rating scales.)

2. The Gifted Coordinator will meet with the classroom teacher and principal to discuss eligibility criteria.

F. Complete Staffing Procedures for Students

1. The Gifted Coordinator will complete the staffing procedures for students who are eligible. (See IV. Staffing Procedures for instructions.)
2. The Gifted Coordinator will complete the staffing procedures for students who are not eligible. (See IV. Staffing Procedures for instructions.)

II. Automatic Referral Procedures for Rule .08

A. 1985 (Rule .08) Eligibility Standards
1. From the list of potentially gifted students that were collected by the committee of teachers in the Spring, students who meet the 1985 (Rule .08) eligibility standards are automatically eligible for placement. (See V. Program for the Gifted Eligibility Criteria.)
2. The Gifted Coordinator will complete the Referral/Eligibility Report (Form C) by Including the following sections:
   a. Mental Ability-List the percentile score.
   b. Achievement-List the percentile score(s).
3. The Gifted Coordinator will meet with the principal and classroom teacher to discuss eligibility.
4. The Gifted Coordinator will complete the Staffing Procedures for students who are eligible and/or who are not eligible. (See IV. Staffing Procedures.)

III. Individual (Reported) Referral Procedures

If a student is referred for consideration for the Program for the Gifted by teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge of the student's abilities, the following steps are to be followed:

A. Gather Documentation

1. The teacher of the gifted individual will complete the Gifted Referral Form (Form A) and submit to the onsite gifted testing coordinator.

B. Contact the Parents

1. School personnel must inform the student's parents of the reason for referral by sending the following form to be completed and returned to the school:
   a. Notification of Consideration/Evaluation Consent (Form B)

C. Administer Tests

1. The Gifted Coordinator will administer at least one approved mental ability test and-at least one approved academic achievement test to the referred student. (See VI. Categories for Multiple Criteria for New Rule .38 of 1995 for the list of Mental Ability Tests and Achievement Tests.)

D. Gather Creativity Data

1. The classroom teacher and two other qualified individuals must complete the Creativity Characteristics Rating Scales (Renzulli Scales, Form D) or the Gifted Coordinator will administer the Torrance Test of Creativity.

E. Obtain Motivation Criteria

1. The Teacher of the Gifted will obtain the Grade Point Average (GPA) or complete the Motivation Checklist, Form E. (See X. Category Four Motivation Criteria.)

F. Complete the Referral/Eligibility Report Form

1. The Gifted Coordinator will complete the Referral/Eligibility Report (Form C) and include data that pertains to the following four categories:
   1. Mental Ability
      a. List the percentile scores
   2. Achievement
      a. List the percentile scores for Total Reading, Total Math, and/or Total Battery

3. Creativity
   a. List the score from the Creativity Rating Scale and/or the Torrance Test of Creativity.
4. Motivation
   a. List the GPA or score from the Motivation Rating Scale

(Refer to Section VI. Categories for Multiple Criteria for New Rule .38 of 1995 for selection of test and rating scales.)

2. The Gifted Coordinator will meet with the classroom teacher and principal to discuss eligibility criteria.

G. Complete Staffing Procedures for Student

1. The Gifted Coordinator will complete the staffing procedures for students who are eligible. (See IV. Staffing Procedures for instructions.)

2. The Gifted Coordinator will complete the staffing procedures for students who are not eligible. (See IV. Staffing Procedures for instructions.)

IV. Staffing Procedures

A. Procedures for students who are not eligible

1. The Gifted Coordinator will send the parents a letter stating the student's ineligibility. (See Form H)

B. Procedures for Staffing students who are eligible

The Gifted Coordinator will complete the following steps:

- Complete the Individual Program Description (Form I) and contract for cluster classrooms (Form J) for each eligible student as applicable.
- Forms sent to parents

1. Notification of Eligibility/Placement Consent (Form F) (all copies for parental signature and return back to school)

Upon receiving signed paperwork for consent, the Teacher of the Gifted will provide the following:

1. Individual Program Description (Form I)
2. Continuation Policy (Form G)

C. Procedures for Parent Conference

1. If a teacher or parent requests a conference to discuss eligibility status and/or placement, the Gifted Coordinator will keep written minutes regarding parent conference.

D. Procedures for Documentation

1. The Gifted Coordinator will:
   a. Keep up-to-date files on all gifted students as applicable, in their permanent records. A duplicate copy of all active files will be sent and kept at the LEA office. Original copies are placed in student permanent record. Yellow copies are sent toe LEA. Pink copies are sent to parents.
   b. Send the inactive student files to the LEA office to be placed in the inactive file for further reference.
   c. The LEA and the gifted coordinators will meet at the end of each school year to review the County Administrative Procedures Manuel for Gifted Education Services. Any revisions will be reported to the Georgia Department of Education.

E. Procedures for Annual Review (End of the Year)

1. Progress in the Program for the Gifted shall be reviewed and a determination of continuation in the program made annually. The Gifted Coordinator shall:
   a. Obtain and calculate an overall yearly academic average from report cards or

permanent records.

b. Determine continuation status

1. If a gifted student meets the continuation criteria, the Gifted Coordinator shall send to parents:

I. Annual Review (Form K) (White Copy-Gifted file-kept in permanent record; Pink Copy-Parent Copy; Yellow Copy-LEA Office.)

II. Individual Program Description (Form I) for the up-coming school year when students return for the next school year.

F. Procedures for Probation

1. Progress in the Program for the Gifted shall be reviewed and a determination of continuation in the program shall be made at the end of each semester. The Gifted Coordinator shall:
   a. Obtain and calculate an academic average from report cards.
   b. Obtain scores from State Standardized Tests (end of year only).
   c. Determine continuation status.
      1. If a gifted student does not meet the continuation criteria, the Gifted Coordinator shall send the Notification of Probation (Form L) to the parents for the mid-year review or (Form K) for the annual review.

G. Procedures for Withdrawal

1. A gifted student will be withdrawn from the Program for the Gifted for the following reasons:
   a. Failure to maintain continuation criteria and was on probation for one semester
   b. Parent request
   c. Other
2. If a gifted student withdraws from the Program for the Gifted, then the Withdrawal letter (Form M) must be completed and sent to parents for signature.

H. Procedures for Re-Entry to the Program for the Gifted

1. Students, who have been withdrawn from the Program of the Gifted, may re-enter the Program for the Gifted upon meeting the specifications of the Chattooga County's Continuation Policy for the Program of the Gifted.
2. Parents of students requesting re-entry shall complete the application for Re-entry to The Program for the Gifted (Form N)
3. The Teacher of the Gifted shall complete the following for the student requesting re-entry:
   a. Obtain and calculate the current academic average.
   b. Determine continuation status

      i. If the requesting re-entry student meets the continuation criteria, complete and send to the parents an Individual Program Description (Form I) for the appropriate school year.

      ii. If the requesting re-entry student does not meet the continuation criteria, send to the parents a copy of the Re-entry Application (Form N) indicating the student is not eligible for re-entry.

I. Procedures for Retesting Ineligible Students

1. By parent request, students who did not meet eligibility criteria for the Program for the Gifted, can be retested, to see if they qualify. A maximum of three testing periods in alternating years is required. Example: If a student is tested in first grade, he/she must wait until third grade to be tested again. He/she can only be tested a maximum of three times in their school career.

V. Program for the Gifted Eligibility Criteria

A. State Board Rule 160-4-2-.08 of 1985

Students may be placed in the Program for the Gifted upon meeting the old rule of gifted which requires a mental ability test and achievement test.

Grade Level	Mental Ability	Achievement
K-2	99th Percentile	Not Applicable
3-12	96th Percentile	90% Percentile Composite, or 90% Percentile Reading or Math

B. State Board Rule 160-4-2-.38 of 1995

To be eligible for gifted education services, a student must meet criteria in any three of the following four areas: Mental Ability (intelligence), Achievement, Creativity, and Motivation

Category One: Mental Ability

This category uses:	Eligibility criteria is:
Standardized mental ability tests meeting criteria	≥ 96% Percentile on composite or full scale score or appropriate component score

Category Two: Achievement

This Category uses:	Eligibility criteria is:
Standardized achievement tests	≥ 90% Percentile on total battery or total math or total reading score

Category Three: Creativity

This category uses:	Eligibility criteria is:
Normed creativity rating scales by two evaluators Torrance Test of Creativity	A score ≥90 on a scale of 1-100

Category Four: Motivation

This category uses:		Eligibility criteria is:
Grades from regular program,	or	GPA ≥3.5 (on a 4.0 scale over previous 2 years) 6-12 grades only
Standardized Motivation rating scales		A score ≥90 on a scale of 1-100

Georgia Department of Gifted Education Assessment Measures

September 2022 for FY23

Georgia Board of Education Rule 160-4-2-.38 Education Program for Gifted Students includes the following requirements:

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, disability, and economic background within a 10-year period prior to administration.

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. **Acceptable component scores and composite scores are in purple. Assessments that were scheduled to be removed for FY22 were extended, but the removal is scheduled for the beginning of FY23. There is a special consideration for those assessments listed below with removal FY23 dates.**

1. Mental Ability: (Age Percentile Rank)

- Cognitive Abilities Test (CogAT), Forms 7 and 8: **Composite (VQN); Partial Composite Scores of QN (Quantitative-Nonverbal), VQ (Verbal-Quantitative) or VN (Verbal-Nonverbal); Verbal, Quantitative, or Nonverbal.**
  The Partial Composite scores can be counted as component scores since they are not complete composite scores.
  The CogAT may be given in any of the alternate languages provided on the audio-led on-line version of the assessment if it is the student's first language and deemed appropriate for the student. Current additional languages for CogAT online administration are:

Audio-Led Spanish	*Audio-Led Arabic*
Audio-Led Mandarin	*Audio-Led Cantonese*
Audio-Led Russian	*Audio-Led Somali*
Audio-Led Vietnamese	

- InView: **Total; Total Nonverbal; Total Verbal**

- New: Kaufman Brief Intelligence Test (KBIT), 2 Revised: **Composite, Verbal, Nonverbal** (new norms) ○ Kaufman Brief Intelligence Test (KBIT), 2: **Composite**
  Year to be removed: FY23 Consideration: Please do not reorder this version; it has been revised. It is a district decision if you would like to use the copies that you currently have.
- Naglieri Nonverbal Ability Test (NNAT-3): **Total/Composite**
- Test of Nonverbal Intelligence (TONI) Forms 3 and 4: **Nonverbal Total** ○ TONI Form 3: Removal FY24 ○ TONI Form 4: Removal FY25

The following tests must be administered individually by a licensed psychologist:

- Reynolds Individual Assessment Scales II (RIAS II): **Composite Intelligence Index; Verbal Intelligence; and Non-Verbal Intelligence**
- Universal Nonverbal Intelligence Test 2 (UNIT 2): **Full Scale**
- Wechsler Abbreviated Scale of Intelligence, Second Edition (WASI-II): **Full Scale**
- Wechsler Intelligence Scale for Children (WISC V)
  Option A: Use full-scale score
  Option B: One of the five main indexes
  Option C: Full-scale; Composite (Verbal Comprehension, Visual Spatial, or Fluid Reasoning); or appropriate component score:
  "NAGC recommends that any one of the following WISC-V scores (Subtests in parentheses), should be acceptable for use in the selection process for gifted programs as component scores:
  - **the Verbal (Expanded Crystallized) Index (VECI) (SI, VC, IN and CO),**
  - **the Nonverbal Index (NVI) (BD, MR, CD, FW, VP, and PS),**
  - **the Expanded Fluid Index (EFI) (MR, FW, PC, and AR),**
  - **the General Ability Index (GAI) (BD, SI, MR, VC and FW),**
  - **the Full-Scale IQ Score (FSIQ) (BD, SI, MR, DS, CD, VC, and FW), and/or**
  - **the Expanded General Ability Index (EGAI) (SI, VC, IN, CO, BD, MR, FW, and AR)."**
- Woodcock-Johnson Cognitive Abilities Test: 4th Edition (WJ: IV): Either of these composites will work:
  - **the Gf-Gc Composite is the cluster that consists of Tests 1, 2, 8, and 9.**
  - **the GIA composite is the cluster that consists of Tests 1-7.**

- New: Batería IV Pruebas de habilidades cognitivas (parallel Spanish version of the Woodcock-Johnson IV): Follow the administrator's manual for qualifications of examiners. **Habilidad intellectual general = overall IQ, Gf-Gc Combinado = overall IQ (this is the one most used in Gifted ID), Comprensionconocimiento (Gc) = Verbal IQ, Razonamiento fluido (Gf) = NonVerbal IQ** • New: Arabiya Intelligence Test: **Acquired Knowledge Cluster = Verbal IQ, Thinking Ability = Non-Verbal IQ, Full-Scale Intellectual Ability = Overall IQ**
- Slossan Intelligence Test-4th Edition (SIT-4): **Total/Composite**

2. Achievement

- ACT – College Entrance Exam: **Composite; Total Reading; Total Math**
- Diagnostic Achievement Battery-4 (DAB-4): **Basic Academic Skills (Total); Reading; Math**
- Iowa Assessments Form E, F, and G (K-12): **Complete Composite NPR; Total Reading NPR (RT); Total Math NPR (MT)**
  To obtain the RT score, please add to your report criteria when you are creating this report. The Iowa RT is not one of the default scores for the online reporting.
- Iowa Survey Battery Forms E, F, and G
  Only Eligible score criteria would be **Iowa Survey Total NPR (ST)… entire test score**
- Logramos, Third Edition: **Complete Composite NPR; Total Reading NPR (RT); Total Math NPR (MT)**
- NWEA (MAP) Growth (Middle Score in the percentile range…ex. 85-90-93…You would use the 90.): **Total Reading; Total Math**
- New: i-Ready: **Reading; Math**
- New: STAR (Renaissance-Preferred longer version) **Reading PR; Math PR**
- PSAT percentile correlations are located at: https://collegereadiness.collegeboard.org/pdf/psat-nmsqt-understandingscores.pdf: **Total Reading (Reading Section from Evidence Based Reading and Writing); Total Math**
- PSAT 8/9: **Total Reading (Reading Section from Evidence Based Reading and Writing); Total Math**
- SAT: **Total Reading (Reading Section from Evidence Based Reading and Writing); Total Math**
- Stanford Achievement Test 10th Edition Complete Battery and Stanford Achievement Test 10th Edition Abbreviated Battery: **Total Reading; Total Math**

- Kaufman Test of Educational Achievement 3 (KTEA 3) (individual): **Reading; Math** (Administration requires training. Follow the administrator's manual for qualifications of examiners.)
- Wechsler Individual Achievement Test (WIAT 4): **Total Achievement (Combination Reading, Written Expression, and Mathematics); Total/Composite Reading; Total/Composite Math** (Administration requires training. Follow the administrator's manual for qualifications of examiners.) o Wechsler Individual Achievement Test (WIAT III): Total/Composite Reading; Total/Composite Math (Administration requires training. Follow the administrator's manual for qualifications of examiners.) Year to be removed: FY23 Consideration: Please do not reorder this version; it has been revised. It is a district decision if you would like to use the copies that you currently have.
- Wide-Range Achievement Test WRAT 5: **Composite; Reading** (Administration requires training. Follow the administrator's manual for qualifications of examiners.)
- Woodcock-Johnson Tests of Achievement IV: **Broad Reading (Tests 1, 4, 9); Broad Math (Tests 2, 5, 10).** (Administration requires training. Follow the administrator's manual for qualifications of examiners.)
- New: Batería IV Pruebas de aprovechamiento (parallel Spanish version of the Woodcock-Johnson IV Follow the administrator's manual for qualifications of examiners. **Lectura = overall Reading and Matematicas = overall math skills**
- New: Arabiya Achievement Battery: Follow the administrator's manual for qualifications of examiners. **Full Scale Achievement = overall achievement skills in reading, math & spelling**
- Update: Terra Nova – Embargo in Georgia has been lifted: **Reading; Math**
- Product(s) or Performance(s)

3. Creativity

- Profile of Creative Abilities (PCA) (ages 5-14): **Creativity Index** Year to be Removed: FY23 Consideration: Please do not reorder this version; it has not been revised. It is a district decision if you would like to use the copies that you currently have.
- Torrance Test of Creative Thinking (TTCT): **Creativity Index**
- Gifted Evaluation Scale (GES) IV: **Creativity Scale**
- Gifted and Talented Education Scale-2 (GATES-2): **Creativity**
- Gifted Rating Scales (GRS P is for Pre-School and Kindergarten teachers to rate their students who are ages 4:0 – 6:11, GRS S is for teachers of Grades 1-
  8 to rate their students who are for ages 6 – 13:11)
  Year to be Removed: FY24 Consideration: Please do not reorder this version after FY23; it has been re-normed and changed names to the GRS-2. It is a district decision if you would like to use the copies that you currently have.
- New: Scales for Identifying Gifted Students (SIGS-2): **Creativity**

- Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)
- Product(s), Performance(s), or Structured Observation(s)

4. Motivation

- GPA or NGSA in grades 6-12
- CAIMI (any two subtests at 90% or higher) grades 4-8: **Two of the following: Reading, Math, Science, Social Studies, and General**
  Year to be Removed: FY23 Consideration: Please do not reorder this version; it has not been revised. It is a district decision if you would like to use the copies that you currently have.
- Gifted Evaluation Scale (GES-IV) **Motivation Scale**
- Gifted Rating Scales (GRS P is for Pre-School and Kindergarten teachers to rate their students who are ages 4:0 – 6:11, GRS S is for teachers of Grades 1-
  8 to rate their students who are for ages 6 – 13:11)
  Year to be Removed: FY24 Consideration: Please do not reorder this version after FY23; it has been re-normed and changed names to the GRS-2. It is a district decision if you would like to use the copies that you currently have.
- Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli/Hartman)
- Product(s), Performance(s), or Structured Observation(s)

Potential Universal Screener: Beacon

- It is important to note that just as the use of BEACON is a local decision, the use of BEACON achievement as one piece of information to support recommendation for further giftedness screening is also a local decision.
- Because BEACON assessments do not produce normative information, they may not be used for giftedness identification; they may be used as one piece of information to recommend students for further giftedness screening. For more information on giftedness identification in Georgia, visit: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-andInstruction/Pages/Gifted-Education.aspx

VII. Category One: Mental Ability Criteria

1. The Program for the Gifted of Chattooga County School System will use mental ability tests that meet the following criteria:
   - Measure intelligence or cognitive ability
   - Be the most current edition of that published test
   - Normative data for group test shall be no more than ten years old
   - Yield percentile rankings by age(s)
   - Normed on a nationally representative sample that included minority representation
   - Test development included bias review

2. As of the effective date of January 3, 1996, test score used to establish eligibility for placement under Rule 160-4-2 .08 or Rule 160-4-2- .38 shall be current within (not older than) two calendar years.
3. The Program for the Gifted will use one of the following mental ability tests:
    a. Cognitive Abilities Test Forms 7 and 8
    b. Naglieri Nonverbal Ability Test (NNAT 3)
    c. Woodcock-Johnson Cognitive Abilities Test 4th Ed. (WJ:IV)

VIII. Category Two: Achievement Criteria

1. The Program for the Gifted of Chattooga County School System will use achievement tests that meet the following criteria:

- Be most current edition of that published test
- Measure, at a minimum, reading including reading comprehension, and give a total reading score or total mathematics score based upon a combination of scores in math concepts and applications
- Normative data for these tests shall be no more than ten years old
- Yield percentile rankings by age(s) (ITBS=grade instead of age)
- Normed on a nationally representative sample that included minority representation
- Test development included bias review

2. As of the effective date of January 3, 1996 test score used to establish eligibility for placement under Rule 160-4-2 .08 or Rule 160-4-2- .38 shall be current within (not older than) two calendar years.

3. The Program for the Gifted will use the following achievement tests:
    a. Iowa Assessments Form E, F, and G
    b. Diagnostic Achievement Battery (DAB 4)
    c. Stanford Achievement Test 10 Abbreviated
    d. Northwest Evaluation Association Measures of Academic Progress (MAP)
    e. PSAT (8/9)
    f. Scholastic Achievement Test (SAT)
    g. ACT-College Entrance Exam

IX. Category Three: Creativity Criteria

1. The Program for the Gifted of Chattooga County School System will use standardized creativity characteristics rating scales to evaluate student performance. The criteria must reflect a scale from 1-100 that can be translated into a numerical score ≥ 90. The criteria shall be applied to the performance by at least three qualified individuals. Two out of the three rating scales must be ≥ 90 for eligibility.

2. The Program for the Gifted will use one of the following rating scales:

    b. Torrance Test of Creativity Thinking TTCT
    c. Renzulli Rating Scale – Part II Creativity Characteristics

3. 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 creativity, a rating scale shall not be used to evaluate motivation.

4. The Scoring Procedures will be used for the following rating instrument:

Renzulli Rating Scale. Part II Creativity Characteristics

Use the form called Scales for Rating the Behavior Characteristics of Superior Students, Part II: Creativity Characteristics that is published by Prufrock Press, Inc. which is located in the Appendix, Form D. See the Appendix for norming data for the Renzulli Rating Scale. As suggested by Renzulli, norming procedures will take place at each school and grade level. These norms will be kept on file with the Gifted Coordinators at each school and LEA.

At least two of the three rating scales must have a 90 percentile or above for the student to be eligible in Creativity category.

X. Category Four: Motivation Criteria

The Program for the Gifted of Chattooga County School System will use the Grade Point Average GPA or motivation characteristics rating scales. GPA is used for 6-12 only.

A. Grade Point Average (GPA)

1. The Program for the Gifted of Chattooga County School System will use the Grade Point Average (GPA) of ≥ 3.5 on a 4.0 scale, using an average of grade from the regular school program over the previous two school years for students in grade six through twelve. GPAs of students are determined by calculating the grades during the two years prior to evaluation in the subjects of:
   - Mathematics
   - Science
   - English or Language Arts
   - Social Studies
   - Full Year of World Languages

B. Motivation Rating Scales

1. The Program for the Gifted of Chattooga County School System will use standardized motivation characteristics rating scales to evaluate a student. The criteria must reflect a scale form 1-100 that can be translated into a numerical score ≥ 90. The rating scale must be completed at least by three individuals. Two out of the three rating scales must be ≥ 90 for eligibility.

2. The Program for the Gifted will use the following Motivation characteristics rating scale:
   a. Renzulli Rating Scale-Part III Motivational Characteristic

3. 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.

4. The Scoring Procedures will be used for the following rating instruments

   a. Renzulli Rating Scale, Part III Motivational Characteristics
   Use the form called Scales for Rating the Behavioral Characteristics of Superior Students, Part III: Motivational Characteristics published by Prufrock Press, Inc. which is located in the Appendix, Form F. As suggested by Renzulli, norming procedures will take place at each school and grade level. These norms will be kept on file with the Gifted Coordinators at each school and LEA. At least two of the three rating scales must have a 90 percentile or above for the student to be eligible in the Motivation Category.

Chattooga County Schools
Program for the Gifted



Section Four
Appendix

Chattooga County Schools

Program for the Gifted

Gifted Referral Form

School: _____ Date: _____ Grade: _____ Teacher: _____

Directions: Consider your students and identify those not in the Gifted Program who exhibit these behaviors and characteristics. If a student does not have multiple behaviors in at least one of these criteria, a referral should be postponed until such evidence is available. Remember to compare each child to what is typical of a child his or her age.

Characteristics/ Observations

Mental Ability	Achievement	Creativity	Motivation
Students who... Learn easily and rapidly Know a lot about a variety of topics Exhibit quick mastery of most academic subjects Retain/recall information easily Have keen powers of observation Demonstrate superior ability to think critically, reason logically, and/or conceptualize Are highly verbal; demonstrate advanced language development Transfer concepts and learning to new situations Have the ability to make inferences and see connections between unconnected ideas Ask questions that reflect thinking or abstract ideas	Students who... Demonstrate advanced ability or knowledge in specific area(s) Have advanced vocabulary and knowledge base Have high standardized test scores; generally 1-2 years above grade Memorize easily and rapidly Demonstrate superior ability to organize Easily comprehend what they see, hear, read, etc. Enjoy challenge Set personal goals and strives to achieve them Are "perfectionists"; may turn other students off or be called a "smarty" Understand topics in-depth	Students who... Exhibit heightened curiosity or questioning attitudes Are highly imaginative Have a keen sense of humor Have high energy Are unusually sensitive or intuitive Have a wide range of interests Offer many original ideas or solutions Are nonconformist, flexible, accept disorder, do not fear being different Include details in work; elaborate Have an aptitude for art, music, acting, or writing Understand jokes or puns earlier than others	Students who... Are usually persistent, goal-directed Have longer than average attention spans Are unusually alert, eager Demonstrate an intense desire to learn, to "be somebody," or do something Are independent; self-starters; leaders Consistently make good grades Have hobbies, collections, long-term interests Are concerned with adult topics Require little direction to complete tasks Motivates/influences others; may be bossy Are sought by peers for play or work groups
Mental Ability	**Achievement**	**Creativity**	**Motivation**
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

FORM A

CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

NOTIFICATION OF CONSIDERATION/EVALUATION CONSENT

Date: _____

Student: _____

Dear Parent:

Your child is being considered for placement in the Program for the Gifted due to:

_____ automatic referral
_____ teacher referral
_____ other _____

Your written permission for additional testing is required. Please sign below and return this form to your child's teacher. You will be notified in writing of your child's eligibility for this program once testing is complete. You will be given an opportunity to discuss the results of the testing and consideration of eligibility and placement if you wish.

Should you have any concerns, please contact me.

Sincerely,

_____
Teacher of the Gifted

Parental Consent for Evaluation for the Program of the Gifted

Check one:

_____ Yes, I agree to the evaluation.

_____ No, I do not agree to the evaluation.

_____
Parent's signature Date

FORM B

CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

REFERRAL/ ELIGIBILITY REPORT

Name: _____ Date of Referral: _____
First Middle Last

Date of Birth: _____/_____/_____ School: _____

Referral Type: _____ Grade: _____

ELIGIBILITY REPORT

Category I: Mental Ability	Category III: Creativity
Assessment date: _____/_____/_____ Assessment: _____ Score: _____ (Percentile Score)	Assessment date: _____/_____/_____ Assessment: _____ Score: _____ (Percentile Score)
Category II: Achievement	**Category IV: Motivation**
Assessment date: _____/_____/_____ Assessment: _____ Area(s): Results (Percentile Score) Total Reading _____ Total Math _____ Complete Battery _____	K-5 Assessment date: _____/_____/_____ Assessment: _____ Score: _____ (Scale of 1-100) 6-12 Dates: ____/____/____ to ____/____/____ Grade Point Average (GPA): _____

ELIGIBILITY SUMMARY

_____ This student is eligible and meets in the following categories:

_____ Mental Ability _____ Achievement _____ Creativity _____ Motivation

_____ The student is ineligible.

_____ Gifted Coordinator

FORM C

Chattooga School System 2018 Norm Establishment
Gifted Program: Creativity and Motivation

Purpose: In accordance with *Scales for Rating the Behavioral Characteristics of Superior Students: Renzulli Scales Technical and Administration Manual,* 3rd edition, local norms were established. As set forth in the manual, these norms should be reestablished every ten years.
Selection Process: It is recommended that each school, at every grade level, within the system establish norms with a grade level sample of at least 100 students. Because Menlo School and Lyerly School do not have a population at each grade level of 100 students, a single local norm for each grade level, K-8, was established. At Menlo School and Lyerly School a population of each grade level was surveyed, and at Summerville Middle and Leroy Massy Schools a random sample was taken, with the goal being to collect a minimum of 100 ratings and a maximum of 200 ratings each for Creativity and Motivational Scales at each grade level.
Method: Homeroom teachers completed the checklists and calculated the raw scores. These raw scores at each grade level were listed in descending order. The number of students attaining each score were tallied. The number of students attaining each score was tabulated. The frequencies were added consecutively. The percentile rank of each score was tabulated and a baseline of 90% was established. See Appendix E: How to Develop Local Norms in *Scales for Rating the Behavioral Characteristics of Superior Students: Renzulli Scales Technical and Administration Manual,* 3rd edition, for more information.
Results: See Attachment

STUDENT'S NAME (OR ASSIGNED CODE NO.): _____

CREATIVITY CHARACTERISTICS

The student demonstrates . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. imaginative thinking ability.						
2. a sense of humor.						
3. the ability to come up with unusual, unique, or clever responses.						
4. an adventurous spirit or a willingness to take risks.						
5. the ability to generate a large number of ideas or solutions to problems or questions.						
6. a tendency to see humor in situations that may not appear to be humorous to others.						
7. the ability to adapt, improve, or modify objects or ideas.						
8. intellectual playfulness, a willingness to fantasize and manipulate ideas.						
9. a nonconforming attitude, does not fear being different.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:	+	+	+	+	+	
Scale Total:						

Scoring:

- Add the total number of x's in each column to obtain the "Column Total."
- Multiply the "Column Total" by the "Weight" for each column to obtain the "Weighted Column Total."
- Sum the "Weighted Column Totals" across to obtain the Score for each dimension of the scale.
- Enter the Scores for each dimension on the cover sheet.

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FORM D

Chattooga County Schools Local Norms Developed May 2018

Creativity: Scales for Rating the Behavioral Characteristics of Superior Students

Raw	Grades with Percentile Rank									Raw
	K	1	2	3	4	5	6	7	8	
54	98.66	98.84	100	97.15	100	99.54	100	98.17	99.46	54
53	96.88	97.29	99.53	94.31	99.55	99.08	100	95.43	98.65	53
52	95.54	96.51	98.13	93.50	97.73	98.62	99.74	93.9	97.84	52
51	94.64	96.12	96.73	92.68	96.36	98.17	98.96	92.99	96.76	51
50	93.75	96.12	96.26	91.06	95	97.25	98.44	92.38	96.22	50
49	91.52	95.74	95.79	89.02	92.73	95.41	97.92	91.16	95.68	49
48	89.73	95.35	94.86	87.80	89.55	93.58	97.14	89.63	94.86	48
47	88.39	94.57	94.39	86.59	86.82	91.74	96.88	88.72	93.24	47
46	86.61	93.41	94.39	88.62	85	89.45	95.83	87.5	90.54	46
45	82.59	92.25	92.52	83.33	80.45	87.16	94.01	84.76	88.11	45
44	78.13	90.31	90.19	81.71	76.82	85.32	92.71	82.01	86.22	44
43	72.77	88.37	88.79	80.49	75.91	83.95	89.84	78.66	84.86	43
42	67.41	86.43	85.98	78.46	73.64	81.65	85.94	74.70	83.78	42
41	64.29	84.11	82.24	76.02	68.64	77.98	83.33	70.73	82.16	41
40	59.38	81.40	78.97	72.36	64.65	74.77	80.99	66.77	79.19	40
39	55.80	78.68	77.57	68.29	62.27	72.48	78.39	64.02	75.41	39
38	54.46	75.58	76.17	66.67	59.55	69.27	75.52	61.89	72.70	38
37	50.89	72.09	73.83	65.85	55.91	65.14	73.18	59.15	70.81	37
36	44.64	68.22	71.03	65.04	53.18	60.09	70.31	55.18	68.11	36
35	38.84	64.34	67.29	62.20	52.27	54.59	67.45	51.22	65.14	35
34	35.27	62.40	64.02	58.54	50.45	50.92	61.98	48.17	62.16	34
33	33.48	59.30	60.75	55.69	47.27	48.62	56.51	44.82	58.65	33
32	30.36	52.71	56.54	51.63	43.64	44.95	54.95	41.77	54.86	32
31	27.68	45.74	50.47	47.15	40.91	38.07	52.60	38.11	50.54	31
30	25	41.47	45.79	45.12	40	30.73	47.92	33.54	46.22	30
29	31.88	37.98	42.99	42.68	38.64	25.23	42.97	26.83	43.51	29
28	20.54	34.50	37.85	39.43	35.45	20.18	39.58	21.34	41.62	28
27	18.30	31	32.24	37.40	32.27	15.14	36.98	17.68	38.38	27
26	16.52	28.29	29.44	36.18	30.90	11.47	33.07	14.63	35.14	26
25	14.29	27.52	28.04	35.37	29.09	9.17	27.08	13.72	32.70	25
24	12.05	26.74	26.64	34.55	27.27	7.34	21.61	13.11	28.92	24
23	10.27	25.97	25.23	32.93	25.91	6.42	18.49	12.8	25.95	23
22	8.48	25.19	23.83	30.89	23.18	5.96	16.67	11.89	24.05	22
21	8.04	23.26	21.50	30.08	20.45	5.51	15.10	10.37	21.62	21
20	8.04	20.16	18.69	29.68	18.18	5.05	11.98	9.45	18.92	20
19	8.04	18.22	16.82	28.46	16.63	4.59	8.07	9.15	16.22	19
18	8.04	17.05	15.42	26.02	15	4.13	5.99	5.18	12.43	18
17	8.04	16.28	14.49	23.17	14.09	3.67	5.47	1.22	7.84	17
16	8.04	16.28	13.55	21.54	12.73	3.21	4.69	1.22	5.68	16
15	7.14	16.28	12.62	20.33	11.36	2.29	3.13	1.22	4.32	15
14	6.25	15.89	10.75	17.89	10.45	1.83	1.56	0.91	2.70	14
13	5.80	15.50	8.88	13.41	9.09	1.83	0.80	0.61	1.62	13
12	4.91	14.34	7.01	9.35	6.82	1.38	0.50	0.61	1.08	12
11	4.02	12.40	3.74	6.50	5.45	0.92	0.30	0.61	0.81	11
10	3.13	9.69	1.40	4.88	4.55	0.46	0.00	0.61	0.54	10
09	1.34	3.88	0.48	2.44	1.82		0.00	0.30	0.27	09

FORM D

STUDENT'S NAME (OR ASSIGNED CODE NO.): _____

MOTIVATION CHARACTERISTICS

The student demonstrates . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. the ability to concentrate intently on a topic for a long period of time.						
2. behavior that requires little direction from teachers.						
3. sustained interest in certain topics or problems.						
4. tenacity for finding out information on topics of interest.						
5. persistent work on tasks even when setbacks occur.						
6. a preference for situations in which he or she can take personal responsibility for the outcomes of his or her efforts.						
7. follow-through behavior when interested in a topic or problem.						
8. intense involvement in certain topics or problems.						
9. a commitment to long-term projects when interested in a topic.						
10. persistence when pursuing goals.						
11. little need for external motivation to follow through in work that is initially exciting.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:	+	+	+	+	+	
Scale Total:						

Scoring:

- Add the total number of x's in each column to obtain the "Column Total."
- Multiply the "Column Total" by the "Weight" for each column to obtain the "Weighted Column Total."
- Sum the "Weighted Column Totals" across to obtain the Score for each dimension of the scale.
- Enter the Scores for each dimension on the cover sheet.

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FORM E

Chattooga County Schools Local Norms 2018 Developed May 2018

Motivation: Scales for Rating the Behavioral Characteristics of Superior Students

Raw	Grade with Percentile Rank									Raw
	K	1	2	3	4	5	6	7	8	
66	99.11	99.61	99.07	97.15	99.55	98.62	99.22	96.95	99.19	66
65	98.21	99.22	97.2	93.5	99.01	97.25	98.44	92.99	98.11	65
64	97.32	98.84	96.26	91.87	98.18	97.25	97.14	91.77	97.57	64
63	93.75	98.06	95.79	90.24	97.27	97.25	95.83	91.16	97.03	63
62	92.41	97.67	95.33	89.43	96.82	96.79	95.83	90.85	96.22	62
61	91.07	96.9	94.86	89.02	95.45	95.87	95.05	90.55	95.14	61
60	91.07	96.12	94.39	88.62	92.73	94.5	93.75	89.63	93.24	60
59	91.07	95.74	93.46	88.21	90.45	92.66	92.45	89.02	92.43	59
58	90.63	94.96	92.52	86.99	89.09	90.83	90.89	88.41	91.89	58
57	88.84	94.19	91.59	84.96	86.36	88.99	90.10	86.89	91.35	57
56	86.61	93.02	90.65	83.33	83.64	87.16	89.84	85.06	91.08	56
55	84.38	91.09	88.32	81.7 1	81.36	83.49	84.90	79.88	90.27	55
54	81.70	88.76	84.58	78.46	79.55	80.73	79.69	75.30	89.73	54
53	79.91	85.27	82.24	75.2	77.27	78.90	78.65	74.39	88.38	53
52	78.13	81.4	79.91	73.58	74.55	76.61	76.56	73.48	85.68	52
51	75.45	79.07	77.10	71.95	71.82	74.77	73.7	72.56	84.60	51
50	74.11	78.29	74.77	69.92	68.18	71.56	71.61	71.65	82.97	50
49	70.98	78.29	71.96	68.29	64.09	68.35	70.05	69.51	80.27	49
48	66.52	77.52	68.69	66.67	61.36	64.68	68.49	66.46	76.76	48
47	65.18	76.36	65.42	64.63	58.18	62.39	66.93	64.02	73.78	47
46	63.39	74.81	63.08	62.2	54.55	59.17	64.84	60.98	70.81	46
45	59.82	72.09	61.68	60.57	52.73	57.80	62.24	58.54	68.65	45
44	56.70	67.44	59.81	59.35	50.45	52.29	56.25	53.35	67.30	44
43	54.91	62.02	57.94	56.5	48.18	47.71	51.04	46.65	66.22	43
42	52.68	58.14	55.61	52.03	46.36	45.41	48.70	43.60	64.32	42
41	50	54.65	52.8	48.37	44.55	41.74	44.53	41.77	59.73	41
40	47.77	51.94	50	46.75	41.36	38.99	41.15	40.24	55.41	40
39	45.09	48.84	46.73	44.72	38.18	36.24	39.84	39.33	52.70	39
38	43.75	44.57	44.39	41.06	36.36	30.73	37.50	37.80	50	38
37	42.86	41.09	43.46	38.62	33.64	26.15	34.38	35.98	46.49	37
36	38.84	38.76	41.12	37.4	30	23.85	32.29	34.76	43.24	36
35	33.04	37.21	38.32	36.59	26.82	21.56	30.73	33.23	40.54	35
34	29.02	34.88	35.98	34.96	25	16.97	29.95	30.49	37.84	34
33	26.79	32.56	33.64	30.89	24.55	11.01	28.39	24.70	36.22	33
32	25.45	31.4	31.78	28.46	24.01	6.88	25	19.51	34.59	32
31	25	30.23	30.84	26.83	23.18	4.59	21.88	17.07	31.35	31
30	25	29.46	30.37	25.2	21.82	3.67	20.05	15.55	28.11	30
29	24.11	29.46	28.5	24.39	20.91	3.67	19.01	14.94	25.68	29
28	22.32	29.07	25.7	23.17	19.55	3.67	17.71	13.41	23.24	28
27	20.98	28.68	24.30	22.36	17.73	3.67	16.67	13.41	20.81	27
26	19.20	27.91	24.30	21.14	16.82	3.21	15.89	13.11	18.11	26
25	17.86	26.74	22.9	19.11	15.45	2.29	14.06	12.2	16.22	25
24	16.96	26.36	20.56	17.48	14.55	1.83	12.5	10.98	13.78	24
23	16.07	24.03	19.63	15.85	13.64	1.83	11.2	10.37	11.62	23
22	14.73	20.16	19.63	14.23	11.82	1.38	8.33	5.79	8.65	22
21	12.50	18.6	18.69	13.41	10.45	0.92	5.99	1.22	5.68	21
20	11.16	18.22	17.76	13.01	10	0.92	5.21	1.22	5.41	20
19	10.27	17.83	17.29	12.2	9.55	0.92	4.43	1.22	4.86	19
18	9.82	16.67	15.89	9.76	9.09	0.92	3.39	1.22	3.51	18
17	8.93	15.5	14.49	8.13	8.64	0.92	2.6	1.22	2.16	17
16	7.59	15.12	14.02	7.72	8.18	0.92	2.6	1.22	1.08	16
15	6.25	14.73	13.08	6.91	8.18	0.92	2.6	1.22	0.30	15
14	4.46	13.95	10.28	6.5	8.18	0.92	2.34	1.22	0.30	14
13	2.68	11.63	7.48	6.1	8.18	0.92	2.1	1.22	0	13
12	1.79	7.36	6.07	4.88	7.27	0.92	1.3	1.22	0	12
11	0.89	2.33	2.80	2.03	3.18	0.46	0.3	0.61	0	11

Form E

CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

NOTIFICATION OF ELIGIBILITY/ PLACEMENT CONSENT

Date: _____

Student: _____

Dear Parent:

Your child has been determined to be eligible for placement in the Program for the Gifted. Enclosed for your records are copies of the Program Description and the Continuation Policy.

Your child's progress in the program will be reviewed and a determination of continuation in the program will be made annually. You will be informed in writing should your child's continuation in the program be in question. If it is determined that your child is to be withdrawn from the Program for the Gifted, prior notice will be given.

Please indicate your decision concerning your child's enrollment in the Program for the Gifted by signing and returning this form to your child's school. If you would like a conference to discuss your child's eligibility and placement, please contact me.

Sincerely,

_____

Teacher of the Gifted

Check one:

_____ I do agree for my child to be enrolled in the Program for the Gifted, and I have received a copy of the Continuation Policy.

_____ I do not agree for my child to be enrolled in the Program for the Gifted.

_____

Parent's signature Date

Form F

CHATTOOGA COUNTY SCHOOL SYSTEM
PROGRAM FOR THE GIFTED
CONTINUATION POLICY

Continued placement in the Program for the Gifted, according to the Georgia State Department of Education regulations and procedures, shall include satisfactory performance in gifted classes and must provide for a probationary period. To meet these requirements satisfactory performance shall be determined by maintenance of an overall "B" or 80+ average, and no grade below a 70 in academic subjects for which the student receives gifted education services. The student must also meet standards on the Georgia Milestones Test in the subject areas for which they receive gifted services.

Continued placement for gifted students shall consist of the above unless there are compelling reasons why special consideration should be given. These reasons must be documented.

Students failing to meet the continuation criteria are automatically place on probation. Probation may last a minimum of one semester, but no more than two semesters. Parents will be notified in writing of this probation.

Students on probation who do not show improvement after two semesters will be automatically withdrawn from the program. Parents will be notified in writing prior to withdrawal. If withdrawn, a student may re-enter the Program for the Gifted upon meeting the specifications of the continuation criteria.

FORM G



CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

NOTIFICATION OF INELIGIBILITY

Date: _____

Student: _____

Dear Parent:

This is to inform you that as a result of testing and evaluation, your child has been found to be ineligible for services in the Program for the Gifted.

The fact that your child was considered for the program is an honor of which you can be proud. It means your child is viewed as far above average in achievement, ability, motivation, and/or creativity. Rest assured—the Chattooga County School System will continue to work toward meeting your child's academic needs.

If you would like a conference to discuss your child's eligibility, please contact me.

Sincerely,

_____

Gifted Coordinator

FORM H

CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

INDIVIDUAL PROGRAM DESCRIPTION

Student: _____ School: _____

Grade: _____ School Year: _____

I. Delivery Model(s): check model(s) to be used

_____Resource (K-12)

_____Cluster (K-12) *Written contract required

_____Advanced Content including AP and Honors (K-12)

II. Contact Hours: per week

Resource: _____ Cluster: _____ Advanced Content: _____

III. Differentiated Curriculum

Curricula for gifted education learners must incorporate the SBOE approved curriculum. Local BOE curricula for gifted students shall focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation.

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).

Georgia Resource Manual for Gifted Education Services, 2019

III. Content Area:

The units and activities will have a focus in the following content areas: check area(s) served:

_____Language Arts _____Math _____Science

_____Social Studies _____Foreign Language

IV. Standards: check one or more

_____GSE: Georgia Standards of Excellence

_____NAGC Performance Standards

_____ Other: _____

_____

Teacher of the Gifted **FORM I**

CHATTOOGA COUNTY SCHOOL SYSTEM
GIFTED PROGRAM
CONTRACT FOR CLUSTER CLASSROOMS

STUDENT_____ DATE_____

SCHOOL_____ GRADE_____

TEACHER OF GIFTED_____

****

CONTRACT PERIOD OF TIME (check one)

_____ 1st semester _____ 2nd semester

_____ school year of _____ _____Other_____

CONTACT TIME: (check one)

a._____ 1 segment per day
b._____ 2 segments per day
c._____ 3 segments per day
d._____ 4 segments per day
e._____ 5 segments per day
f._____ 6 segments per day

****

CURRICULUM FOCUS: (check one or more)

The contract will have as a curriculum focus in the following content areas:

a._____ Language Arts b._____Science
c._____ Social Studies d._____ Mathematics e._____ Foreign Language

A differentiated curriculum for gifted learners includes the following expectations:
(CHECK ALL THAT APPLY)

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
_____ 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 test
_____ Self-assessment through rubrics
_____ Creation of goal-based checklists
_____ Conferencing, commentary, and qualitative feedback (Cobb, 2012)

****

Product Differentiation:

Materials/Activities:

FORM J

CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

ANNUAL REVIEW

Student: _____ Date: _____

A review of your child's performance this school year in the Program for the Gifted and in the regular class has been completed by the teacher of the gifted. The review has determined that for school year _____ - _____:

_____ Continued placement in the Program for the Gifted is appropriate. Your child will continue in the program unless you disagree with this placement. If you disagree, please contact your child's teacher.

_____ Your child will continue in the Program for the Gifted on probation because the continuation criteria was not met. Your child exhibited unsatisfactory performance in the gifted content areas and/or gifted programs.

Comments:

_____

_____

_____

Students, who do not meet the continuation criteria after a probationary period of two semesters, are withdrawn from the Program for the Gifted.

_____

Gifted Coordinator

FORM K



Chattooga County School System
Program for the Gifted
Notification of Probation

Date: _____

Dear Parent:

At this time, your child, _____,
has demonstrated unsatisfactory performance in:

_____the gifted class

_____the regular class

Therefore, he/she has been placed on probation. This probation will last one semester. Probation may last a minimum of one semester, but no more than two semesters.

If you would like a conference to discuss your child's probation from the Program for the Gifted, please contact me.

_____
Teacher of the Gifted

_____
Parent's Signature

_____
Date Returned

FORM L

CHATTOOGA COUNTY SCHOOL SYSTEM

PROGRAM FOR THE GIFTED

NOTIFICATION OF WITHDRAWL

Date: _____

Student: _____

Dear Parent:

Your child will be withdrawn from the Program for the Gifted beginning _____ for the following reason(s):

1. _____ Failure to maintain continuation criteria (probation period expired).

   Comments:

   _____
   _____
   _____
   _____

2. _____ Parent request.

3. _____ Other

   Comments:

   _____
   _____
   _____
   _____

Your child may re-enter the Program for the Gifted upon meeting the specifications of the continuation criteria. Please notify your child's teacher once this takes place.

If you would like a conference to discuss your child's withdrawal from the Program for the Gifted, please contact me.

Sincerely,

_____
Teacher of the Gifted

_____
Parent Signature Date

RE-ENTRY TO THE PROGRAM FOR THE GIFTED

Student: _____

DOB: ____/____/____

School: _____

I am applying for my child to re-enter the gifted program effective: _____
Date

The reasons for prior withdrawal are:

____ Failure to maintain continuation criteria,

____ Parent Request,

____ Other: _____

I understand that my child must meet the Chattooga County School's continuation criteria prior to re-entry to the Program for the Gifted.

Teacher Use Only-Continuation Criteria

___ All of the continuation criteria have been met and student is eligible for re-entry.

___ The student is not eligible for re-entry.

Comments:

_____ _____
Gifted Coordinator Date

Parent/Guardian Signature _____

FORM N

Chattooga County Schools
Program for the Gifted



Section Five
Addendum

Addendum 1
Standard VI: Family and Community Involvement

Many opportunities are afforded to families and the community to become involved in gifted education. Teachers encourage parents to come in the schools and assess student work including projects. PTO nights are set aside to teach standards. Field trips involve parents and guardians as well as fundraisers throughout the year. These fundraisers help fund gifted projects and field trips.

The community can read about these events in the local newspaper and in local school newsletters as well as the school websites. Also, community leaders have been invited to interact with gifted students at different locations and for different occasions.

Addendum 2
Standard V: Professional Development

Professional Development is provided through our local RESA office. Gifted classes are offered to all interested certified teachers at no cost to them. Other RESA classes for PLU's have been:

1. Differentiated Curriculum
2. Gifted Consortium
3. Standard Based Education

These are just a few of the classes offered to enrich our teachers with the local RESA office.

Addendum 3
Standard II: Requirements for Student Assessment

b. Secondary Sources:

Secondary sources are used as another assessment when students of all races/ethnic backgrounds come close but fall short of the primary source indicators for gifted. These sources will be one of the assessment measures approved by Georgia Department of Education.

Chattooga County Schools
Program for the Gifted



Section Six
Gifted Programming
Standards

Programming Standards for Meeting the Needs of Gifted & High-Ability Learners

Because Georgia school systems are dedicated to promoting the cognitive and affective growth of gifted and high-ability learners, the **Georgia Association for Gifted Children** and the **Georgia Department of Education** have collaborated to provide you with updated standards for your gifted education pro- gram. These recommendations are based on the ***Revised National Association for Gifted Children PreK- 12 Gifted Programming Standards***.

Assessment

Standard A1: The local education agency (LEA) uses the research-based student identification process as established by Georgia Board of Education policy in order to ensure equitable access to appropriate services for all gifted learners.

Indicators

> **A1.1:** The system employs multiple-criteria (mental ability, achievement, creativity, and motivation) for student identification using measures as required by GBOE Rule 160-4-2-.38.

> **A1.2:** The system ensures consistency and availability across the district in implementation of screening, referral, and identification processes for all students regardless of race, ethnicity, language, or economic status.

> **A1.3:** The identification process of gifted learners is disseminated to school personnel, parents/families, stu- dents, and the community at large in a clear, comprehensive, and equitable manner.

Standard A2: All teachers assess student progress in order to develop and modify instructional practices.

Indicators

> **A2.1:** All teachers routinely and systematically use qualitative and quantitative assessment data to identify students' strengths to plan appropriate instruction and intervention.

> **A2.2:** The system uses nationally normed (CogAT, Iowa Assessments, etc.) as well as alternative assessments for measuring gifted learners' progress, including above grade level assessments as needed.

Curriculum Planning & Instruction

Standard CP&I1: The LEA employs rigorous and relevant curricula K-12 to accommodate the range of academic and intellectual needs of gifted learners.

Indicators

> **CP&I1.1:** State-adopted standards are articulated and applied in differentiated curricula that match the identi- fied academic needs, abilities, readiness, interests, and

learning profiles of K-12 gifted learners in the regular classroom and in gifted education delivery systems.

> **CP&I1.2:** The curriculum enriches, extends, and accelerates learning in gifted learners' areas of strength.

> **CP&I1.3:** The regular classroom curriculum and instruction are adapted, modified, or replaced to meet the needs of gifted learners.

> **CP&I1.4:** Teachers use state and national standards to align, expand, and implement advanced curriculum to ensure that students achieve mastery in areas of student strength.

Standard CP&I2: The LEA employs diverse and effective instructional practices to address the learning needs of gifted learners.

Indicators

> **CP&I2.1:** Teachers intentionally incorporate differentiation of content, process, product, and/or learning envi- ronment into daily practices in order to appropriately challenge and maximize engagement of gifted learners.

> **CP&I2.2:** Teachers consistently use a variety of ongoing student assessment data based on readiness, interests, and learning profiles to develop flexible groups and tasks in order to maximize achievement and engagement.

> **CP&I2.3:** The instructional pace is flexible in order to provide opportunities to enrich and accelerate in areas of student strengths.

> **CP&I2.4:** Teachers use a variety of research-based instructional strategies.

Learning Environments

Standard LE1: The LEA requires learning experiences which foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for citizenship in the global environment of the 21st century.

Indicators

> **LE1.1:** The curriculum includes interdisciplinary, real-world learning experiences which incorporate advanced research and communication skills.

> **LE1.2:** Resources designed to specifically address the needs of gifted learners, including critical and creative thinking, problem-solving activities, and social and self-awareness, are incorporated into the curriculum.

> **LE1.3:** The LEA provides opportunities for students to learn with and from intellectual peers and experts.

Programming

Standard P1: The LEA provides a full continuum of options to meet the demonstrated needs of K-12 gifted learners in academic areas, the arts, and career technical education; services are comprehensive, structured, sequenced, and appropri- ately challenging.

Indicators

> **P1.1:** The LEA provides additional funding for comprehensive services to meet the needs of gifted learners.

> **P1.2:** The LEA communicates to stakeholders information that details the range of available service options.

> **P1.3:** The LEA delegates responsibility for gifted education programming to district-level staff who have formal training in gifted education.

> **P1.4:** The LEA provides a process for accelerating instruction and appropriate placement options when diagnos- tic information indicates that acceleration is obligatory.
> **P1.5:** The LEA consistently uses appropriate criteria for clustering gifted and advanced learners according to their identified strengths within specified disciplines in grades K-12.
> **P1.6:** The LEA establishes and implements a process for evaluating the effectiveness of services based upon district goals for gifted programming.

Professional Development

Standard PD1: Gifted education specialists participate in comprehensive professional learning that is relevant to needs of gifted learners.

Indicators

> **PD1.1:** Professional learning is aligned with the national standards for gifted education.
> **PD1.2:** Teachers and Coordinators who provide gifted and/or advanced level services have completed profes- sional learning that culminated in endorsement in gifted education.
> **PD1.3:** Gifted education teachers receive time to plan, implement, and refine professional learning experiences.

Standard PD2: All school personnel involved in the education of gifted learners participate in professional learning that focuses on the needs and characteristics of gifted learners.

Indicators

> **PD2.1:** Administrators, counselors, teachers, and paraprofessionals receive ongoing professional learning annually regarding the nature and needs of gifted learners and appropriate instructional strategies and curricula.
> **PD2.2:** The LEA actively supports participation in professional learning for gifted education.

For More Information

Visit: - https://www.gagc.org
-https://www.gadoe.org (gifted education)
Call: - GAGC at 706-309-0304
- GaDOE at 470-763-1087

Resources:
- *Revised National Association for Gifted Children Pre-K-12 Gifted Programming Standards* (www.nagc.org)
- *Georgia Department of Education Resource Manual for Gifted Education Services*

GaDOE Georgia Department of Education

GEORGIA ASSOCIATION FOR GIFTED CHILDREN

Updated November 2022

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