

Paulding County School District

Program for the Gifted and Talented

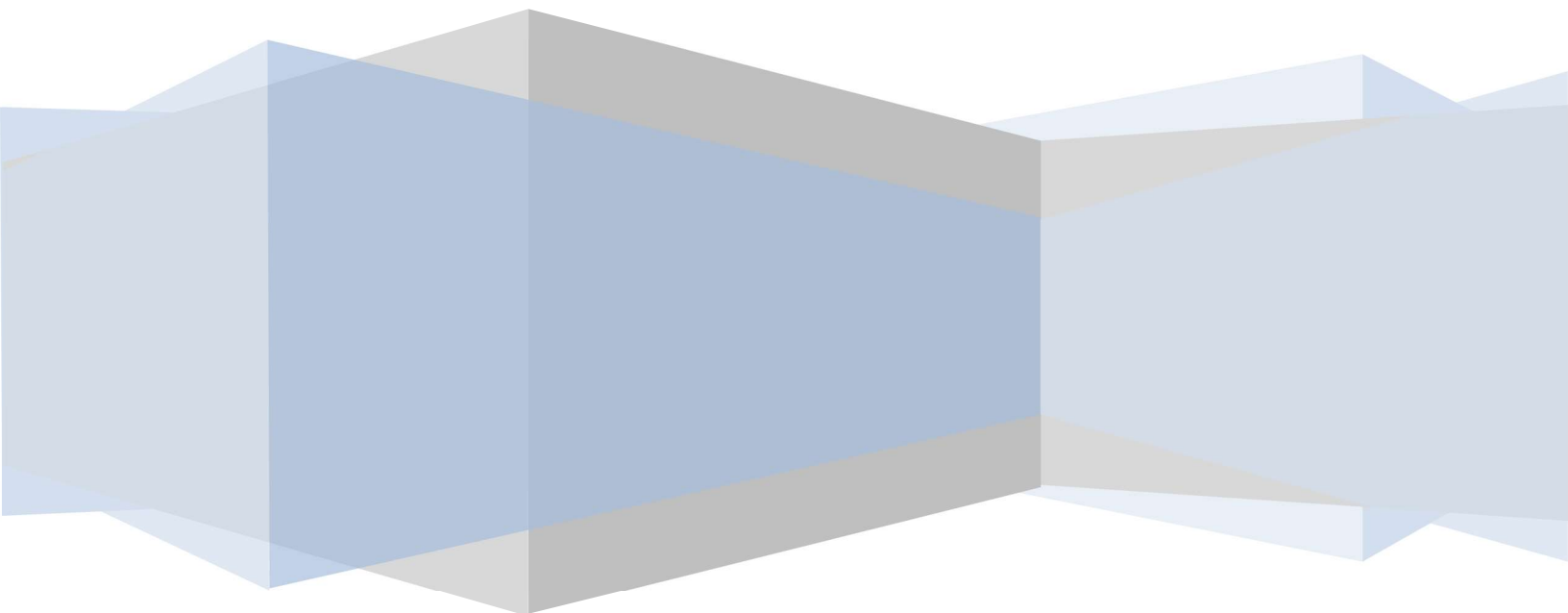
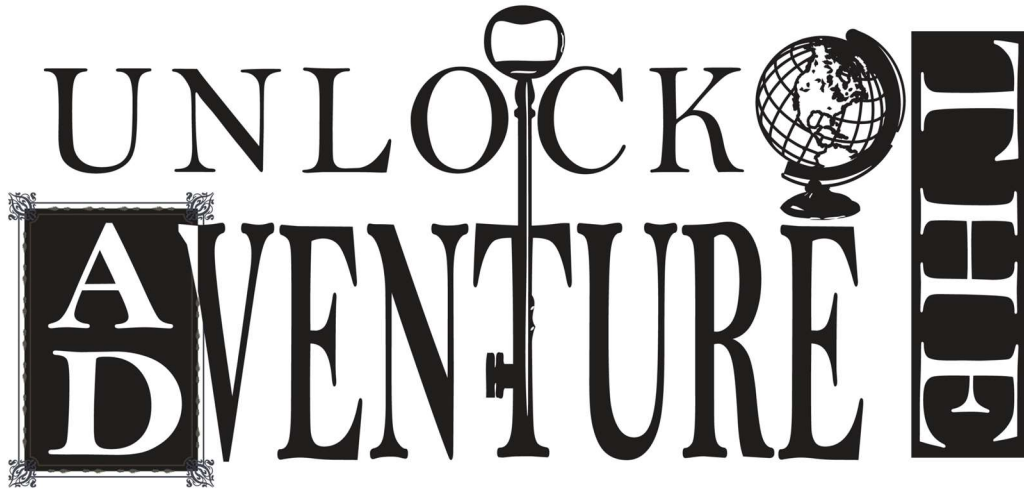


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Purpose, Vision, Mission, and Goals

Purpose

The Paulding County School District's Program for gifted students, implemented gifted rule 160-4-2-.38 adopted by the State Board of Education on August 1, 1998. All guidelines and administrative procedures outlined within the implementation plan were effective August 1, 1998. The Paulding County School District adopted Administrative Regulation Gifted Student Programs (IDDD-R) on September 13, 2008.

As rule 160-4-2-.38 specifies, an individual must qualify in three out of four criteria in order to be considered eligible for gifted program services in the state of Georgia and thus in the Gifted Program in Paulding County. A local school eligibility team will determine whether a referred student may be assessed in mental ability, achievement, creativity and motivation.

Georgia's gifted program remains an academic program. At the present time, the Paulding County School District's gifted program will work to serve those students identified as gifted under state guidelines.

Vision

Our vision is to provide a safe, healthy, supportive environment focused on learning and committed to high academic achievement. Through the shared responsibility of our stakeholders, students will be prepared as lifelong learners and as participating, contributing members of our dynamic and diverse community.

In support of the district vision, the Gifted program will provide gifted learners with opportunities to extend and enhance the curriculum through differentiation of content, process, product, and learning environment.

Mission

- To identify students for the gifted program as outlined by the Georgia Department of Education (SBOE Rule 160-4-2-.38).
- To provide a rigorous, challenging, and diverse curriculum for students in the gifted program.
- To provide opportunities to express their extraordinary and unique abilities through performance tasks designed to produce advanced research skills, develop critical and creative thinking and problem solving skills, and increase communication skills.

Goals

The Gifted Program in our district expects for students in the program to develop skills that target research and inquiry abilities at a higher level than the regular classroom setting. In addition, the program actively works to challenge students and accelerate their performance in the classroom and on standardized testing. Creativity and problem solving skills are a vital part of the program, K-12. Content areas are scrutinized to identify instructional objectives and models that will help the student grow as a learner and apply skills at a higher level while incorporating creative problem solving into subjects across the curriculum. Our program is dedicated to offering experiences, through field trips, university cooperation, and community volunteers, which allow our gifted students to manipulate content in a hands-on manner. Presentation skills are important and our program works to prepare gifted students for situations they will face as they move to higher education. The ability to work independently and in groups to complete projects is stressed and integrated into the classroom, K-12. In conjunction with offering the above mentioned within our program, our program strives to deliver the message of differentiation for all our students and our program acts as an ambassador to help parents, teachers, and administrators by providing enhanced opportunities for all our students. Interdisciplinary units that incorporate the gifted program and its goals are important and remain a focus in our district and the gifted program.

- Gifted students will develop advanced research skills and methods.
- Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within the area of study.
- Gifted students will develop and practice critical thinking and logical problem-solving skills in the pertinent academic area.
- Gifted students will develop advanced communication skills.
- Gifted students will develop an understanding of self and how their unique characteristics may influence interactions with others.

Definition of a Gifted Student

Gifted Rule 160-4-2-.38 states in section (2) Definitions of the Official Code of Georgia Annotated (20-2-152):

The gifted student is one who meets the eligibility criteria as identified in this rule and as defined in the GaDOE Resource Manual for Gifted Education Services.

Community Involvement

PCSD Board Policy IDDD-R

The Paulding County School District will provide services for all students who are eligible according to Georgia Rule 160-4-2-38. The State of Georgia provides rules and regulations for the operation of gifted programs that require local boards of education to meet standards regarding notice, referrals, consent, eligibility, continuation, and reporting requirements

State Board of Education Rule 160-4-2-38

Communication with Parents & the Community

Information regarding the gifted program in Paulding County is shared with students, parents, community members, teachers, and school administrators through a variety of methods including, but not limited to:

- The Paulding County Schools Gifted Program brochure
- The District website <http://www.paulding.k12.ga.us>
- The Gifted Program Administrative procedures manual posted on the district website

Parents of gifted students or students who are being considered for the gifted program are provided communication via the official PCSD Gifted forms. Forms have been created to inform parents of a student's initial consideration for gifted education services and to request permission for evaluation, a student's eligibility status after an evaluation, the type of services to be offered (initially and annually), the continuation of gifted education services, the possible discontinuation of gifted education services (including the length of probationary periods and the specific criteria a student must meet to continue receiving gifted education services, and the termination of gifted program services

The district website informs parents and the community of the gifted program's regulations, services provided, eligibility process, referral procedures, and continuation criteria.

Nomination and Referrals

Nominations and Referrals

Classroom teachers, parents/guardians, counselors, administrators, students, or any other responsible persons who have knowledge of the student's intellectual function may refer a student according to the Georgia Department of Education guidelines. Nomination guidelines and appropriate forms are available from the school's Gifted teacher.

Automatic referral: Students are referred automatically each year as a result of system-wide testing using our norm-referenced universal screener in grades 2nd, 4th, 6th, and 8th.

Private psychology tests **may not** be used for eligibility but may be considered for nomination purposes.

A gifted education teacher will notify parents/guardians in writing of a child's referral and will obtain their written consent for formal evaluation

Once a student is referred, an Eligibility Team, consisting of the classroom teacher, school gifted teacher, and a counselor or administrator will meet to review nomination information for each student and make decisions concerning gifted evaluation for services.

The Eligibility Team will make one of the following decisions:

1. More information is needed about the nominee
2. Referral for formal evaluation
3. Wait and watch - Information gathered does not support a recommendation to continue the referral process at this time.

Under state guidelines, test scores are valid for TWO years.

Determination of Eligibility

The Paulding County Board of Education has adopted eligibility criteria consistent with the Georgia Department of Education Rule 160-4-2-.38.

In compliance with Georgia Department of Education Rule 160-4-2.38, evaluation data for all students referred to the gifted program is gathered in four areas:

1. Mental Ability
2. Achievement
3. Creativity
4. Motivation

To be eligible for gifted program services, a student must meet the criterion score on a nationally norm-referenced test and have observational data collected on his or her performance. **Any data used in one area to establish a student's eligibility shall not be used in any other data category.**

A student can qualify in either one of the TWO options listed below:

Option 1: The student is declared eligible based on BOTH mental ability and achievement scores which meet the criteria established

Table 1: Student Eligibility Option 1

Grade Level	Mental Ability	Achievement
K-2	99th Percentile Composite or full scale of a standardized test	≥ 90th Percentile total reading, total math or composite
3-12	≥ 96th Percentile Composite or full scale of a standardized test	≥ 90th Percentile total reading, total math or composite

Option 2: The student is declared eligible based on meeting three of four criteria listed below.

Table 2: Student Eligibility Option 2

Mental Ability	Achievement	Creativity	Motivation
≥ 96th Percentile Component or full scale of a standardized test	≥ 90th Percentile total reading, total math or composite of a standardized test	≥ 90th Percentile on the total battery of a standardized test of creativity or on a standardized rating scale of creativity	≥ 90th Percentile on a standardized motivational characteristics rating scale OR GPA of 3.5 on a 4.0 scale in grades 9-12

Data used to establish eligibility must be current within **two calendar years** from the initial screening date

Notification of Eligibility Status

Parents will be notified in writing of their child's evaluation results and of the opportunity for parent conference and placement.

Continuation Criteria

In compliance with the Paulding County Board Policy IDDD-R:

Elementary:

- Student must maintain satisfactory performance in the gifted classroom as indicated by an "S".

Middle:

- Student must maintain satisfactory performance in the advanced course classroom (indicated by a minimum average grade of at least 80%)

High:

- The continuation criteria for high school students are based on performance in individual subject areas.

A key part to success in the gifted program is regular attendance. The curriculum and instruction are differentiated to meet the specific needs of the gifted student. Regular attendance is expected; this program is a legally identified service and to enable success, students are required to attend on the designated class times and dates. Attendance will be governed in accordance with the Paulding County Board of Education policy for attendance and absences from school

Probationary Procedures

- The parent and student will be notified in writing of probation.
- A student intervention plan will be developed and a copy of the plan will be shared with the student and parent.
- The student will remain on probation for the following grading period (the student is eligible for gifted services during the probation period).
- At the end of the probation period, the gifted education teacher will review the student's progress.
- If continuation criteria are not met by the end of the probation period, the student will be removed from the program unless extenuating circumstances for continuation can be documented.

Withdrawal and Re-Entry Procedures

- After an eighteen-week ineligibility period, parents may request program re-entry by completing the gifted re-entry form. Re-entry is dependent upon the student maintaining the minimum grade point average and/or satisfactory performance as outlined in the continuation criteria during the ineligibility period.

Voluntary Withdrawal

- Elementary school students whose parents request withdrawal from the Gifted Program may be withdrawn at any time during the school year. Once a student has been withdrawn, the parent/student MUST wait until the following school year to request re-entry into the program. Re-entry is not automatic.
- Middle school students who request withdrawal from the gifted program will not be removed from the gifted classroom until the end of the grading period. Once a student has been withdrawn, the parent/student MUST wait until the following school year to request re-entry into the program. Re-entry is not automatic.
- High school students requesting withdrawal may be withdrawn from the program- NOT the course- at any time during the school year. NO schedule change will be made.
- The rationale for withdrawal procedures is to lessen disruption to the student and the organization of schedules and the operation of the school/ classes.

Gifted Records

Gifted records are maintained at local school sites and should be requested separately from other school records when students are withdrawing or transferring.

Transfer students

The Gifted Eligibility Committee may consider test data that were gathered and analyzed outside the school system. However, according to Rule 160-4-2-.38, these outside data shall not be substituted for data the school generates during the testing/evaluation process.

Any student who meets the state eligibility criteria for gifted education is eligible to receive services. However, a student transferring in from another school system within the state must meet the criteria for continuation of services established by the Paulding County Board of Education. Reciprocity between states will be determined on an individual basis. Students from other states must meet the state of Georgia criteria for placement in the gifted program.

Student Assessment

The gifted program teacher will gather pertinent biographical information including parental permission for evaluation. The Gifted lead teacher will administer the appropriate mental abilities, achievement, creativity and motivation tests (See Table 3). Test scores on such instruments may be **no older than two years**.

When a student's score is within one standard error of measurement on a mental abilities test, a second test must be administered. The gifted teacher will record all information on the appropriate forms and present to the Eligibility Committee.

Students eligible for gifted services may qualify with:

- Option 1:** The student is declared eligible based on BOTH mental ability and achievement scores which meet the criteria established. (see Table 1)
- Option 2:** The student is declared eligible based on meeting three of four criteria listed below. (see Table 2)

Table 3: Evaluation Instruments

Normed Evaluation Instruments					
Mental		Achievement		Creativity	Motivation
<i>COGAT</i>	Verbal Quantitative Non-verbal Composite	<i>ITBS</i>	Reading Math Composite	<i>GRS</i> (K-5)	<i>GRS</i> (K-5)
				<i>TTCT</i>	<i>CAIMI</i> (4-8)
				<i>GES</i> (6-12)	<i>GES</i> (6-12)
KBIT – 2	Total	<i>SAT-10</i>	Reading Math Composite		GPA (6-12)
<i>NNAT</i>	Total				

Program Delivery Models

All students served in the gifted program in Paulding County receive a minimum of five segments of services each week.

Elementary Model

Identified gifted students in grades K-5 will be served by the Gifted teacher using the resource model. Gifted teachers use interdisciplinary units that match the advanced learning needs of their students and that challenge higher level thinking for the gifted student. Some elementary schools are clustering gifted students into ELA and/or math classes at least two segments daily during which interdisciplinary instruction is taking place with a gifted endorsed classroom teacher.

Middle School Model

Students in grades 6-8 are served daily during advanced academic courses depending on their area of giftedness. Students are placed on an academic team where they receive direct instruction in various content areas from a teacher certified in the area of gifted. Middle school teachers differentiate the curriculum to meet the needs of the gifted learner and document program resources and procedures in their lesson plans.

High School Model

In high school, gifted students have a variety of options for daily service. The primary options include Honors/Advanced Placement (AP) courses and post-secondary options.

Annual Review

On an annual basis, gifted program teachers review and revise the units being taught to identified gifted students

Professional Development

The Paulding County School district provides professional learning opportunities to both gifted education specialists and regular classroom teachers in order to improve the quality of instruction and services provided to gifted education students.