

Reciprocity

Students who have met eligibility criteria in other Georgia public school systems will be placed in the gifted education program upon transfer into the Gainesville City school system, through in-state reciprocity. Students who have been identified as gifted in another state or private school system will not be granted automatic eligibility. However, if recent assessment data is available that enables the Talent Development Team to qualify the student using Georgia criteria, no additional testing is necessary. The LEA adheres to Georgia Code regarding placement of students from military families.

Program Continuation Requirements

The Gainesville City School System has developed criteria that an identified, placed student must meet in order to continue to receive services in the gifted program. Student progress is assessed on an annual basis (or more frequently, if deemed appropriate). (Continuation Policy attached at end of document).

1. For elementary schools:

Students will maintain satisfactory progress in gifted education classes by completing work and participating in class activities.

2. For middle and high schools:

Students will maintain satisfactory progress by maintaining an average of 80% or above in gifted education classes.

*Students may not be removed from gifted education classes based on performance in general education classes, unless performance in gifted education classes is also a concern. If continuation criteria are not met:

- The student will be placed on probation for one grading period. Parents or guardians shall be informed through the use of the Notification of Placement Review. During the probationary period, students remain enrolled in gifted classes.
- A plan for improvement will be developed using the Gifted Program Improvement Plan. Involvement in the plan development will include, but not be limited to: the gifted program teacher, classroom teacher(s), parent/guardian, and the student. The improvement plan will include steps to be taken in order to facilitate the student's increased performance. A copy of the plan will be provided to the parent/guardian. A copy of the plan will be placed in the student's central office file.
- At the end of the probationary period, the student's progress will be reviewed to determine if continuation criteria are being met. If criteria are met, gifted services will continue, and probation is terminated. If continuation criteria remain unmet, those persons involved in the development of the improvement plan will reconvene

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to determine the specific course of action (continued probation with a plan of improvement or termination of program services).

If a student is suspended from the gifted program, he or she is required to submit evidence of academic performance, for a minimum of two consecutive grading periods that meets continuation criteria in order to be reinstated.

If it is determined that participation in the gifted program is not in the student's best interest, the parent or gifted program teacher may request a change. The Talent Development Team shall meet to make this determination and document the decision using the Gifted Program Withdrawal form. A student may be placed on voluntary inactive status for up to one year during a three year time period.

Student Needs/Services Options Match

The final step in the determination of gifted program placement is the matching of the student's advanced learning needs and interests (as documented by assessment results) to programming options. Once assessment activities and data collection are complete, it is the responsibility of the Eligibility Team to:

- a. review all pertinent student information, gathered from multiple sources
- b. determine gifted program eligibility
- c. make recommendations regarding needs for curriculum differentiation and special program services.

The decision of the Eligibility Team should be based on a review of the information gathered during both the student talent search/nomination phase, the formal assessment results, and any other pertinent data. Schools must utilize a variety of service delivery options that may include but are not limited to resource room pull-out, consultation, mentorships, advanced classes, and independent study. Each student is served through one or more models for a minimum of 5 segments a week or the yearly equivalent. Gifted students' need for complexity and accelerated pacing must be accommodated for in the general education program. Accommodations may include strategies such as flexible skills grouping, cluster grouping with differentiation, curriculum compacting, subject and grade acceleration, dual enrollment, and advanced classes. All decisions regarding matching student needs to programming options shall be made in accordance with Board of Education policy, as detailed below:

Acceleration Policy:

The Gainesville City School System supports the use of educational acceleration in order to effectively match student ability and talent with optimal learning opportunities. According to NAGC, "the purposes of acceleration as a practice are 1) to adjust the pace of instruction to the students' capability in order to develop a sound work ethic, 2) to provide an appropriate level of challenge in order to avoid the boredom from repetitious learning, and 3) to reduce the time period necessary for students to complete traditional schooling. Acceleration

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