

# Pelham City Schools



## Gifted Services Manual 2021-2022

# PELHAM CITY SCHOOLS

## Gifted Education

### Creating Global Thinkers for a Global World

Gifted children are an important resource for solving problems of the future and they have the potential to become leaders in society. It is the responsibility of this school system to provide a supportive, differentiated curriculum to meet the needs of gifted students. A rich and rigorous gifted curriculum will provide these learners with the opportunity to reach their fullest potential and to satisfy their intellectual curiosity. Numerous opportunities will be provided for the gifted students to engage in meaningful research, to foster critical and creative thinking, and to develop problem solving strategies. The Gifted Program will capitalize on students' unique abilities, talents, interests, and needs.

#### Mission Statement

*A commitment to educational excellence—every day, in every way.*

#### Vision

*Our students will become productive, contributing members of our community and the diverse global community in which they will live.*

#### Gifted Program Definitions

Pelham City Schools define a **gifted student** as:

*a student who demonstrates a high degree of intellectual, creative, and/or artistic ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.*

Georgia Board of Education Rule 160-4-2-.38

A **differentiated curriculum**, as defined by the Georgia Board of Education, is comprised of courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriately modified for gifted students.

#### Pelham City Schools Gifted Services Leadership

Vince Frosteg, Director of Teaching & Learning

Jessica Coker, Teacher of the Gifted, Elementary

Jerissa Boyd, Teacher of the Gifted, Middle & High

### **State Approved Delivery Models**

To meet student achievement needs, teachers of the gifted and talented may utilize one or several of the following opportunities:

***Resource Class:***

- Direct services
- Identified gifted students only
- Limited class size
- Teacher must have gifted endorsement
- Students may receive no more than 10 gifted FTE segments per week

***Collaborative Teaching:***

- Direct instruction may be provided by a regular classroom teacher
- Substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist
- One full period each day (or weekly equivalent) that gifted specialist devotes to curriculum extensions for every three classes in which he/she has collaborative teaching responsibilities
- Total number of gifted students whose instruction is modified may not exceed an average of eight per class
- A gifted education teacher can work with 3 regular education teachers for one full segment of planning per day (or the weekly equivalent), then the regular education teacher delivers the lesson/service to 8 students in his/her classroom

***Cluster Grouping:***

- Small group of identified gifted students placed as a group into an otherwise heterogeneous regular classroom
- Teacher must have the gifted endorsement
- Maximum of 2 gifted FTE segments per day
- Maximum class size is the regular education maximum
- Separate lesson plans which show reason(s) why the gifted student(s) need an advanced curriculum in the content areas of English language arts, math, science, social studies and world languages
- 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).

***Advanced Content Classes:***

- Students are homogeneously grouped on the basis of achievement and interest in a specific content area.
- The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content.

Courses of study for gifted students are modified at an appropriate level for gifted learners. Learning objectives use differentiated principles to provide opportunities for gifted students to achieve at levels commensurate with their identified abilities.

## **PROGRAM DESCRIPTION**

Parents are notified annually on the school's beginning of the year newsletter what services are available and what services their students are currently planned to receive.

### **Primary/Elementary Grade Levels**

At the elementary level, the gifted program is designed to promote the growth of critical thinking, research skills, and independent learning skills. The elementary school practices multiple models to ensure learning for gifted students. In first and second grades, students receive a combination of resource and cluster-based instruction. These students receive multiple FTE segments weekly of resource classes, while also being placed in cluster groups (when a Gifted-endorsed teacher is present in the grade level) or in a collaborative setting (when a Gifted-endorsed teacher is not present in the grade level).

In third, fourth, and fifth grades, students receive 2 FTE segments a day in a cluster setting, and 4 or more FTE segments a week in a resource setting.

Curriculum in the resource room is presented through thematic units whose bases are in the Georgia Standards of Excellence (GSE) for English/Language Arts, Mathematics, Science, and Social Studies. Thematic units combine aspects of all curriculum areas and promote not just content mastery, but metacognition and emphasize the process of learning.

### **Middle School Grade Levels**

Pelham City Middle School is charged with expanding the knowledge and interests of the gifted individual, and to challenge students to begin moving from concrete concepts to the abstract. Gifted students at Pelham City Middle are served through academic classes.

Students are placed in academic classes that utilize the Advanced Content (AC) model and are served by certified Gifted In-Field teachers. Other students are served via the clustering model. Instruction is differentiated in both the AC and clustered classroom models.

### **High School Levels**

Gifted services are provided in each subject area through Honors and Advanced Placement classes. Students will select the gifted subjects for which they feel most suited, following Pelham High School's class registration regulations. The Advanced Content gifted model is used for these classes, with a focus on research, critical thinking, and critical analysis. Although Pelham City Schools receive no FTE money for dual enrollment/Move on When Ready classes, gifted students are strongly encouraged to register for these classes when possible.

The curriculum used for gifted and talented students is continually revised as student profiles change. Curricula are evaluated each summer and revisions are made as necessary.

## **PROGRAM GOALS**

The Pelham City Schools Gifted Program is designed to enhance gifted students' learning through advanced opportunities with a focus on communication, critical thinking, and technological immersion.

The following program goals have been adopted in order to identify and serve gifted students in Pelham City:

1. **To help teachers, administrators, and parents identify gifted students and understand their unique abilities, needs, and preferences.**  
**This goal will be accomplished by providing:**
  - a. Staff development for school personnel and information for parents to increase recognition of the characteristics of gifted students and an understanding of these students' natures and needs.
  - b. Routine review of scores from grade – level tests at each school, with additional testing when indicated.
  - c. Appropriate materials for assessment of students' abilities, interests, and needs.
  - d. Regular communication among classroom teachers, parents, counselors, principals, gifted teachers, and students to facilitate evaluation of the students' needs.
  
2. **To design and implement differentiated instructional experiences in the school and the community.**  
**This goal will be accomplished by providing:**
  - a. Opportunities for classroom teachers, students, parents, and others to plan and develop appropriate educational experiences.
  - b. Appropriate materials and resources for individual students.
  - c. A variety of teaching strategies to be used by classroom teachers and gifted teachers in order to encourage higher levels of thinking, creativity, and independent learning.
  - d. Enrichment and/or academically accelerated materials that may include multimedia, multi-level, interdisciplinary approaches to learning.
  - e. Access to a wide variety of community resources.
  - f. Activities that develop independent learning skills.
  - g. Open-ended activities that encourage students to acquire and apply knowledge through purposeful investigation.
  
3. **To develop in gifted students an accurate and increasing awareness of themselves, their abilities, and their value to society.**  
**This goal will be accomplished by providing:**
  - a. Activities and guidance that encourage positive development of gifted students' self-concepts and an understanding of their needs.
  - b. Activities and guidance that help students understand their abilities and their potential for contributions to society.
  - c. Experiences in school that foster interaction and cooperation with students of both similar and different abilities.
  - d. Opportunities for gifted students to discover and explore new interests and aptitudes.

## **GIFTED EDUCATION SERVICES**

Information on Pelham City Schools Gifted Education Program is available on the school system's web page and each school's student handbook. The Parent Involvement Resource Center located in Pelham Elementary School's Media Center houses a hard copy of this manual as well as brochures on program eligibility and instructions.

### **PROFESSIONAL DEVELOPMENT**

Regular education and gifted education teachers are encouraged to attend professional learning opportunities that will increase their knowledge of the characteristics, identification, and teaching of gifted and talented students. Professional development is also provided to focus on differentiation of instruction for all students.

### **FAMILY/COMMUNITY INVOLVEMENT**

The Pelham City Schools Gifted Program encourages the involvement of family and community members. Parents and community members may serve as guest speakers and as "experts" during specific units of study. Gifted students present projects and work showcases throughout the year for parent and community member viewing in schools.

### **PROGRAM STRUCTURE**

#### **ELIGIBILITY**

Pursuant to the current Georgia Board of Education Rules and Regulations for Gifted Programs, eligibility is done through both the psychometric and multiple criteria approaches. Students are determined to be eligible for gifted education under rule 160-4-2-.38.

#### **REFERRAL PROCEDURES**

A student may be referred for consideration for gifted services by teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge of the student's abilities.

The referral process is comprised of the following steps:

1. referral of students for formal evaluation
2. collection of data and assessment of referred students
3. examination of assessment data for determination of eligibility
4. placement in the gifted program, or notification of ineligibility based on assessment data

#### **REPORTED REFERRAL**

A reported referral is made by any person with knowledge of a student's intellectual functioning. A completed Gifted Program Referral Form is completed by the referring

party and given to the Gifted Coordinator. Reported referrals are reviewed by the Gifted Coordinator and assessment is scheduled during the next available assessment window.

Students who enroll in Pelham City Schools who were enrolled, in good standing, in another Georgia public school district's Gifted Program will be placed in the Pelham City Schools Gifted Program once documentation is obtained from the former school system. Students who enroll in Pelham City Schools that were enrolled, in good standing, in a public school district outside of Georgia, or in a private school system in Georgia, will not be enrolled in Pelham City Schools Gifted Program until the requisite records are obtained and reviewed by the Gifted Coordinator to determine if assessment results are adequate enough to enroll the student in Pelham City Schools Gifted Program. If the Gifted Coordinator deems assessment results relevant, the student will be enrolled in the Gifted Program. If the assessment results do not meet the requirements of GABOE rule 160-4-2-.38, enrollment in Pelham City Schools Gifted Program will be dependent upon further assessment results to meet state requirements.

### **AUTOMATIC REFERRAL**

Automatic referrals in grades three through eight are based on results on the requisite Georgia Milestones End-of-Grade (EOG) test and norm-referenced tests given by the student's school. Students who score in the "distinguished" level of the Georgia Milestones, and/or students who score at or above the 80<sup>th</sup> percentile in total math, total reading, or composite score on a standardized test will be referred to the Gifted Coordinator for assessment.

### **REVIEW OF REFERRALS**

Once a referral is made, the Gifted Coordinator will review each to determine if further evaluation to determine eligibility is necessary. The Gifted Coordinator may determine that further evaluation is not warranted if the student has already been assessed for gifted eligibility previously in the current academic year and/or if the student has been assessed for gifted eligibility in each of the previous two (2) academic years.

### **PARENT/ GUARDIAN NOTIFICATIONS**

After a referral has been reviewed and the Gifted Coordinator recommends a student for further evaluation to determine eligibility, the parent/guardian will receive a notification letter that includes permission to evaluate their student(s). Once the school receives a completed permission to evaluate letter, the assessment process to determine eligibility will begin.

### **TESTING CRITERIA**

As described in Rule 160-4-2-.38, students in kindergarten through grade twelve in Pelham City Schools must meet eligibility criteria in at least three of the four criteria. All students who are referred are assessed in each of the four criteria:

1. Mental Ability

2. Achievement
3. Creativity
4. Motivation

Data is collected in each of the four areas, documented on an Eligibility Form, and reviewed by a gifted teacher and referring teachers to determine final Eligibility.

Pelham City Schools is nondiscriminatory with respect to race, religion, national origin, sex, disabilities, or economic background in regards to testing and evaluating students in their gifted education program.

### **ASSESSMENTS TO DETERMINE ELIGIBILITY**

Assessment to determine eligibility of referred students is done at separate points throughout the year, although the bulk of testing is done in the spring. Students are assessed in all four (4) categories, regardless of whether or not they meet the psychometric requirements. Secondary measures will be used when students are within five (5) percentile points of eligibility.

The Cognitive Abilities Test (CogAT) Form 7 is used to measure mental ability. The Naglieri Nonverbal Ability Test, 2<sup>nd</sup> Edition (NNAT-2) will be used as a secondary test when necessary.

The Stanford Achievement Test, 10<sup>th</sup> edition (SAT10) is used to measure achievement. The Iowa Tests of Basic Skills (ITBS) will be used as a secondary test.

To measure creative thinking, the Profile of Creative Abilities (PCA) will be used. The Torrance Test of Creative Thinking is also available.

For the category of motivation, the Gifted Rating Scales (GRS) by Pearson will be used for students at the elementary level. At grades 6-12, Grade Point Averages (GPA) over 2 years will be used to assess motivation. GPA will be reviewed in the areas of mathematics, English, social studies, science, and foreign language (when available). Students at the 6-12 level may also have their motivation ranked used the GRS.

### **DETERMINATION OF ELIGIBILITY**

After data has been collected in all four categories, all information will be reviewed to determine if eligibility is warranted based on GABOE rule 160-4-2-.38. Any student test scores that are less than two years old can be considered for qualifying for gifted services. Once testing is complete, the scores remain current for two (2) calendar years following the testing.

### **INELIGIBLE STUDENTS**

Students who do not meet eligibility criteria per GBOE rule 160-4-2-.38, will be eligible for re-evaluation in the next academic year, providing they have not already been assessed in two consecutive academic years. Parent/guardian notification is provided when a student's assessment results show ineligibility.



### **OUTSIDE DATA**

Assessment data gathered by sources outside the school may be considered as part of the referral process, but may not be substituted for the data the school system generates during evaluation for eligibility for gifted services.

### **PLACEMENT IN GIFTED PROGRAM**

After assessment data is collected, an eligibility decision will be made based on the facets of GABOE rule 160-4-2-.38.

An Eligibility Report must be completed regardless of whether the student is deemed eligible for services or not. If a student is not eligible for services, a copy of the Eligibility Report, as well as a letter detailing ineligibility are provided or sent to the parent or guardian. Eligibility files for students not qualifying for gifted services are kept intact for two academic years.

If the student is eligible, consent for placement must be obtained prior to the student being placed into the Gifted Program and receiving services. A copy of the Eligibility Report should be placed in the student's permanent record. Gifted services are provided upon receipt of the signed consent for placement.

### **RECIPROCITY**

Any student who meets the Georgia eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in any school system with the state. However, a student who transfers from one school system to another within the state, shall meet the criteria of continuation of gifted services established by the local board of education of the receiving school system. *There is no mandated reciprocity between states*; however, the school system should immediately take steps to see that the advanced learning needs of the student transferring to their system are being met while the Georgia Gifted Eligibility is being completed.

Assessment data that were gathered and analyzed by a source outside the student's school or school system must be considered as part of the nomination and evaluation process. However, these outside data shall not be substituted for data the school generates during the testing/ evaluation process and may never be the sole source of assessment data. Systems shall ever rely on them exclusively for determination of eligibility for gifted program services. Instead, outside test data may be used as part of a comprehensive profile of test and non-test evidence of advanced instructional needs. If any system elects to use outside test data to help establish students' eligibility, the local board of education shall collect and maintain statistical data that will allow the Department of Education to evaluate the impact of this practice on the identification of gifted students from all ethnic and socioeconomic groups.

Local school systems shall obtain written consent for testing from parenting or guardians of students who are being considered for gifted education services. Written consent from parents or guardians is also necessary before students determined to be eligible for gifted education services can receive these services.

### **ANNUAL REVIEW**

The progress of each student receiving gifted services shall be reviewed annually. Students who are performing adequately in regular education and gifted education classes shall continue receiving gifted education services. This performance is determined by meeting the qualifications set out in the Continuation Policy. Parents/guardians are provided with a copy of the Continuation Policy at the time of the student's placement into gifted education services and at the beginning of each new academic year.

### **PROBATION**

Continued participation in the Pelham City Schools Gifted Program is dependent upon continued satisfactory performance as outlined in the Continuation Policy. If a student fails to maintain the requirements set forth in the Continuation Policy, the parent/guardian will be notified in writing, a meeting scheduled with the parent/guardian, student, Gifted Coordinator, and regular education teacher(s), and an Individual Academic Plan developed. The conference and Academic Plan will detail specific student goals and interventions (if necessary) that would return the student to "good standing" in the Gifted Program.

The probationary period will be determined during the development of the Individual Academic Plan, but will not exceed one grading period of 9 weeks. At the conclusion of the probationary period, the Individual Academic Plan will be reviewed. Students who have met the terms of the Academic Plan will return to "good standing" in the Gifted Program.

Students who do not meet the terms of the Academic Plan will no longer receive gifted education services. Parent/guardian will receive written notification of this decision, as well as the requirements for the student to reenter the Gifted Program.

### **WITHDRAWAL FROM SERVICES**

A student will not be withdrawn from the Gifted Program without written notice being provided to the parent/guardian and a conference offered/scheduled. A student may be dismissed from the Gifted Program by:

1. not meeting the terms of a probationary Academic Plan
2. parent request
3. withdrawal from the system

If, for any reason, a parent/guardian wishes to voluntarily withdraw their child from the Gifted Program, they should inform the Gifted Coordinator in writing.

### **RE-ENTRY**

If a student withdraws from the Gifted Program for any reason other than withdrawal from the system, the student will not be eligible for re-entry until the beginning of the next academic year following their withdrawal. A student who was withdrawn because of probationary performance must meet the goals of the Academic Plan and meet the requirements of the Continuation Policy. The parent/guardian must notify the Gifted

Coordinator in writing of the desire for reentry, at which point the file will be reviewed. Students whose assessment data is older than two (2) academic years must be reevaluated to determine new eligibility.

### **INTERVENTION AND SUPPORT**

Response to Intervention (RTI) is a process used to provide students with additional academic support and/or behavioral support required to close gaps in skills or knowledge. Gifted students are on Tier 4 of RTI based on their need for specialized instruction to prepare them for future success. Gifted students who experience difficulty require interventions and support to ensure success.

### **Gifted Education Continuation Policy ("Good Standing" Policy)**

According to the Georgia Department of Education, Gifted Program Regulations and Procedures, the performance of students receiving gifted education services will be evaluated annually. This will include evaluation of performance in the regular classroom (advanced content, cluster, or collaborative models) as well as in the gifted education classroom (resource model). When a student's performance is deemed unsatisfactory in the gifted education program, a referral for probation shall be made to the system's Gifted Coordinator.

At the elementary level, students are required to maintain the equivalent of a 'B' average in courses for which they are **identified and served as gifted**, as well as gifted resource classes. Determination of a child's "identified" subject area will be based on their eligibility scores on the mental ability and achievement subtests. (Verbal domains represent Reading/Language Arts; Quantitative domains represent Math; Nonverbal domains will not apply to a specific subject area)

Students who do not maintain the 'B' equivalent during a semester period will be placed on probation for a period to be determined during the development of the Individual Academic Plan, but not to exceed 9 weeks. During this time, the Gifted Coordinator, gifted in-field endorsed regular education teacher(s), and parent/guardian will meet to develop a plan of intervention for the probation period. Students shall not be placed on probation because of grades in a subject in which they are not identified, and/or not served. At the conclusion of the probationary semester, the team will meet again to determine if the student will continue in good standing, continue probationary placement, or be withdrawn from the program.

Probation is dependent only on academic performance. Discipline problems, in the regular classroom or in the gifted classroom, are not grounds for probation or withdrawal from the program. Students who demonstrate behavioral difficulties will take part in the school's Discipline Plan, which may include positive behavior reinforcements, Response to Intervention tiers, or other interventions as necessary.

Written notification will be provided when a student enters probation, when probationary interventions are developed, and when a further review is made.

A student who is withdrawn from the program as a result of the probation process may re-enter without further assessments, providing they meet the qualifications developed during the original probation meeting.

### **Educación de superdotados continuación política (Política de "Buena reputación")**

Según el Departamento de Educación de Georgia, dotados de programa de reglamentos y procedimientos, se evaluará el desempeño de los estudiantes que reciben servicios de educación dotado anualmente. Esto incluirá la evaluación del desempeño en el aula regular, así como en el programa de Educación de superdotados. Cuando el rendimiento de un estudiante se considera insatisfactorio en el salón de clase regular o el aula de Educación de superdotados, deberá hacerse una remisión a la Coordinadora de talento para revisar el archivo para la libertad condicional.

Los estudiantes están obligados a mantener el equivalente a un promedio de 'B' en el aula regular y en el aula dotado. Con la implantación de la tarjeta de informe basado en estándares en el nivel elemental, los estudiantes deberán rendir a un nivel 3 (nivel maestría) en por lo menos el 80% de los estándares evaluados durante cada 9 semanas. En el medio y los niveles de secundaria, los estudiantes deben mantener un grado numérico de 80 durante cada periodo de calificaciones.

Estudiantes que no mantienen la 'B' equivalente durante un período de 9 semanas se pondrá a prueba durante las siguientes semanas 9. Durante este tiempo, el Coordinador dotados, maestros de educación regular, padre/tutor, estudiantes y administradores se reunirán para elaborar un plan de intervención para el período de prueba. Al concluir el periodo de prueba, el equipo se reunirá nuevamente para determinar si el estudiante continúe en buen estado, continuar colocación probatoria o retirarse del programa.

Libertad condicional depende sólo de rendimiento académico. Problemas de disciplina, en el salón de clase regular o en el aula dotado, no son motivos para libertad condicional o retirada del programa. Los estudiantes que demuestran las dificultades del comportamiento tomarán parte en la Plan de disciplina de la escuela, que puede incluir refuerzos positivos de comportamiento, respuesta a los niveles de intervención u otras intervenciones según sea necesario.

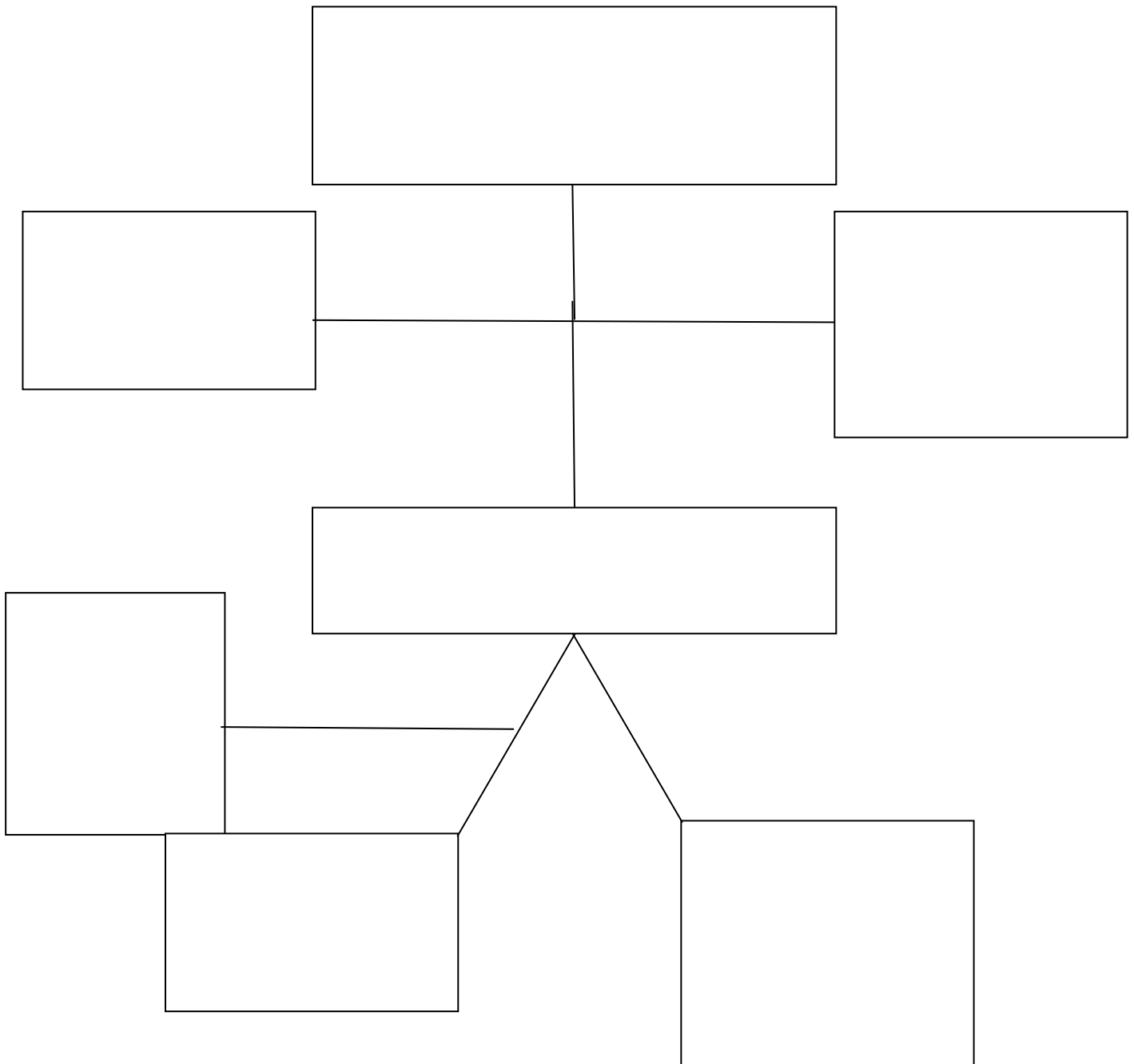
Notificación escrita se dará cuando un estudiante entra en libertad condicional, cuando prueba intervenciones se desarrollan, y cuando se realiza una revisión adicional.

Un estudiante que se retira del programa puede entrar, siempre que cumplan los requisitos establecidos en la política de reingreso.

Una copia de esta política de continuación se proporcionará a los padres o tutores al entrar en el programa de dotados.

## **APPENDIX**

## Referral Process Flowchart



### Eligibility Report

Name: \_\_\_\_\_

DOB: \_\_\_\_\_

GTID: \_\_\_\_\_

Grade: \_\_\_\_\_ Today's Date: \_\_\_\_\_

|   |               |               |  | Method 1—Psychometric<br>Must meet both.                  |  | Method 2—Multiple Criteria<br>Must meet 3 of 4.           |  |
|---|---------------|---------------|--|---|--|---|--|
| Assessment<br>Instrument  | Score<br>%ile | Date<br>Given | Requirements   | Criteria Met  | Requirements   | Criteria Met  |  |
| NNAT-2<br>CogAT Form 7:<br>Verbal<br>Quantitative<br>Nonverbal<br>Composite<br>Other: |               |               | Composite<br>score only:<br><br>K-2 ≥ 99%ile<br><br>3-5 ≥ 96%ile   | <input type="radio"/> YES<br><br><input type="radio"/> NO | Composite OR<br>Component<br>score:<br><br>K-12 ≥ 96%ile           | <input type="radio"/> YES<br><br><input type="radio"/> NO |  |
| Stanford Achvmnt.<br><br>Tot. Reading<br>Total Math<br>Composite<br>Other:            |               |               | Total Reading,<br>Total Math, or<br>Composite<br><br>K-12 ≥ 90%ile | <input type="radio"/> YES<br><br><input type="radio"/> NO | Total Reading,<br>Total Math, or<br>Composite<br><br>K-12 ≥ 90%ile | <input type="radio"/> YES<br><br><input type="radio"/> NO |  |
| Profiles of Creative<br>Ability (PCA)<br><br>Other:                                   |               |               |  |   | ≥ 90%ile   | <input type="radio"/> YES<br><br><input type="radio"/> NO |  |
| Gifted Rating Scales<br><br>Other:  |               |               |  |   | ≥ 90%ile   | <input type="radio"/> YES<br><br><input type="radio"/> NO |  |

- ☐ Student qualifies for gifted placement based on GA Rule 160-4-20-.38  
☐ Student qualifies for gifted services based on reciprocity within Georgia. (Attach eligibility results from reciprocal school system.)  
☐ Student does not qualify for gifted placement based on GA Rule 160-4-20-.38.

 \_\_\_\_\_  
 Gifted Coordinator

 \_\_\_\_\_  
 Date



**ESCUELAS de la ciudad de PELHAM, programa de dotados y talentoso**  
**Informe de elegibilidad**

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ GTID: \_\_\_\_\_

Grado: \_\_\_\_\_ de hoy fecha: \_\_\_\_\_

|  |                                  |            |  | Método 1: psicométricas   |  | Método 2: Múltiples criterios                                   |  |
|--|----------------------------------|------------|--|---|--|---|--|
| Instrumento de evaluación  | Puntuación % ile                 | Fecha dada | Requisitos   | Criterios conocidos   | Requisitos   | Criterios conocidos   |  |
| CogAT<br>Verbal<br>Cuantitativa<br>No verbal<br>Compuesto<br>Otros (si aplicable)              | _____<br>_____<br>_____<br>_____ |            | Sólo cuenta compuesta:<br><br>K-2 ≥ 99% ile<br><br>3-5 ≥ 96% ile   | <input type="radio"/> SÍ<br><br><b>NO</b> <input type="radio"/> | O compuesto<br>Puntuación del componente:<br><br>K-12 ≥ 96% ile    | <input type="radio"/> SÍ<br><br><b>NO</b> <input type="radio"/> |  |
| Achvmnt de Stanford.<br>Tot. Lectura<br>Matemáticas total<br>Compuesto<br>Otros (si aplicable) | _____<br>_____<br>_____          |            | Lectura total, Total matemáticas o Composite<br><br>K-12 ≥ 90% ile | <input type="radio"/> SÍ<br><br><b>NO</b> <input type="radio"/> | Lectura total, Total matemáticas o Composite<br><br>K-12 ≥ 90% ile | <input type="radio"/> SÍ<br><br><b>NO</b> <input type="radio"/> |  |
| Williams divergentes<br>Otros (si procede):  | _____                            |            |  |   | ≥ 90% ile  | <input type="radio"/> SÍ<br><br><b>NO</b> <input type="radio"/> |  |
| GATES<br>Otros (si procede)  | _____                            |            |  |   | ≥ 90% ile  | <input type="radio"/> SÍ<br><br><b>NO</b> <input type="radio"/> |  |

- ☐ Estudiante califica para superdotados colocación basada en regla GA 160-4-20-38
- ☐ Estudiante califica para superdotados servicios basados en la reciprocidad dentro de Georgia. (Adjuntar resultados de elegibilidad del sistema escolar recíproco).
- ☐ Estudiante no califica para superdotados colocación basada en el artículo 160 de la GA-4-20-.38.

\_\_\_\_\_  
 Coordinador dotados de fecha

# Gifted Program Nomination Form

Student's Name

Grade

Today's Date

\_\_\_\_\_ Teacher ☐ Parent ☐ Other ☐ \_\_\_\_\_  
Referring Party's Name

Reason for Referral:

- ☐ Strong Academic Performance
- ☐ Evidence of Creative Strengths
- ☐ Other \_\_\_\_\_

# Gifted Program Nomination Form

Student's Name

Grade

Today's Date

\_\_\_\_\_ Teacher ☐ Parent ☐ Other ☐ \_\_\_\_\_  
Referring Party's Name

Reason for Referral:

- ☐ Strong Academic Performance
- ☐ Evidence of Creative Strengths
- ☐ Other \_\_\_\_\_

## PELHAM CITY SCHOOLS, GIFTED & TALENTED PROGRAM

### Permission to Test

Dear Parent/Guardian of \_\_\_\_\_,

Your child has been referred for testing for Pelham City Schools' gifted program. The assessment process will allow us to determine if your child qualifies for gifted services in the Pelham City Schools System.

Eligibility assessments may include CogAT for the area of mental abilities, the Stanford Achievement Test (SAT-10) for the area of achievement, along with other tests or rating scales in the areas of creativity and motivation. The time needed to complete the assessment is usually 5-7 days, depending on the number of tests required and the time available to test students.

Please check the appropriate permission statement below, provide the parent/guardian signature, and return to your child's teacher as soon as possible. Testing cannot begin without written parent permission.

\_\_\_\_\_ Yes, Pelham City Schools gifted personnel have permission to test my child.

\_\_\_\_\_ No, Pelham City Schools gifted personnel may not test my child.

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

\_\_\_\_\_  
Date

You will be notified regarding the outcome of the evaluation when all assessments are complete. If your child meets the requirements for the Gifted & Talented Program, you will need to sign for permission to place your child in the program.

If you have any questions concerning the testing process or requirements for eligibility, you may contact the Gifted Coordinator listed below.

\_\_\_\_\_  
Gifted Coordinator

\_\_\_\_\_  
Date

## ESCUELAS de la ciudad de PELHAM, programa de dotados y talentoso

### Permiso para la prueba

Estimados padres/tutores de \_\_\_\_\_,

Su hijo se ha referido para la prueba para el programa de dotados de Pelham elemental. El proceso de evaluación permitirá determinar si su niño califica para los servicios dotados en el sistema de escuelas de la ciudad de Pelham.

Evaluaciones de elegibilidad pueden incluir CogAT para el área de habilidades mentales, la prueba del logro de Stanford (SAT-10) para el área de logro, junto con otras pruebas o escalas de calificación en las áreas de la creatividad y la motivación. El tiempo necesario para completar la evaluación es generalmente 5-7 días, dependiendo del número de pruebas necesarias y el tiempo disponible para poner a prueba a los estudiantes.

Por favor revise la declaración de permiso apropiado abajo, proporcionar la firma del padre/tutor y volver al maestro de su hijo tan pronto como sea posible. La prueba no puede comenzar sin el permiso escrito de los padres.

☐ Sí, talentoso personal de escuelas de la ciudad de Pelham tiene permiso para poner a prueba a mi hijo.

☐ No, personal talentoso Pelham escuelas de la ciudad no puede probar mi niño.

\_\_\_\_\_  
Firma del padre/tutor

\_\_\_\_\_

Se le notificará sobre el resultado de la evaluación, cuando todas las evaluaciones son completas. Si su hijo cumple con los requisitos para el programa talentosos y dotados, usted necesitará firmar permiso sentar al niño en el programa.

Si tienes alguna pregunta sobre el proceso o requisitos de pruebas, puede comunicarse con el Coordinador dotados enumerados a continuación.

\_\_\_\_\_  
Coordinador dotados de fecha

\_\_\_\_\_

**PELHAM CITY SCHOOLS, GIFTED & TALENTED PROGRAM****Post-Evaluation Notice**

Dear Parent/Guardian of \_\_\_\_\_,

Recently, your child completed a series of tests to determine eligibility for Pelham City Schools' gifted program. At this time, your child does not meet the requirements for placement in the Gifted & Talented Program.

All procedures and assessments follow the Georgia Department of Education guidelines as directed through State Board of Education Rule 160-4-2-.38. Your child's results and program requirements are indicated on the attached copy of the Eligibility Report.

Your child will have the opportunity to be tested again for entrance into the program following the current academic year, but only for two (2) consecutive years. Please encourage your child to continue the excellent academic achievement that contributed to the original referral for consideration to the Gifted & Talented Program.

If you would like to discuss the results of this evaluation, please contact me at the phone number/email listed below. I will be happy to schedule a conference with you.

Sincerely,

\_\_\_\_\_  
Gifted Coordinator

\_\_\_\_\_  
Date

**ESCUELAS de la ciudad de PELHAM, programa de dotados y talentoso****Aviso post-evaluación**

Estimados padres/tutores de \_\_\_\_\_,

Recientemente una serie de pruebas para determinar la elegibilidad para el programa de las escuelas de la ciudad de Pelham dotados, su hijo. En este momento, su hijo no cumple con los requisitos para la colocación en el programa talentosos y dotados.

Todos los procedimientos y evaluaciones de seguir las directrices del Departamento de Educación de Georgia como se indica a través de la regla de la Junta de Educación de estado 160-4-2-.38. Los resultados de su hijo y los requisitos del programa están indicados en la copia adjunta del informe elegibilidad.

Su hijo tendrá la oportunidad de ser probado otra vez para la entrada en el programa siguiendo el año académico actual, pero sólo por dos 2 años consecutivos. Por favor anime a su hijo para continuar el excelente rendimiento académico que contribuyó a la referencia original para ser considerado para el programa talentosos y dotados.

Si desea discutir los resultados de esta evaluación, póngase en contacto conmigo en el número de teléfono/correo electrónico enumerado a continuación. Seré feliz programar una conferencia con usted.

Sinceramente,

\_\_\_\_\_  
Coordinador dotados de fecha

**PELHAM CITY SCHOOLS, GIFTED & TALENTED PROGRAM****Permission to Receive Services**

Dear Parent/Guardian of \_\_\_\_\_,

Following the battery of assessments used to determine eligibility; your child has been determined to be eligible for placement in the gifted program.

Please indicate below your decision concerning placement in the gifted program by signing and returning this form to your child's teacher. A copy of your child's eligibility report is attached, along with the requirements to remain in "good standing" in the gifted program.

Your child will begin receiving gifted services as soon as this form is returned. If you have questions regarding the program, please do not hesitate to contact me. I look forward to working with your child.

Sincerely,

\_\_\_\_\_  
Gifted Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_ I agree with placement in the Gifted & Talented Program.

\_\_\_\_\_ I do not agree with placement in the Gifted & Talented Program.

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

\_\_\_\_\_  
Date

**ESCUELAS de la ciudad de PELHAM, programa de dotados y talentoso****Permiso para recibir servicios**

Estimados padres/tutores de \_\_,

Tras la batería de evaluaciones para determinar elegibilidad; su hijo se ha determinado para ser elegible para la colocación en el programa de dotados.

Por favor indique su decisión relativa a la colocación en el programa de dotados por firmar y devolver este formulario a la maestra. Se adjunta una copia del informe de elegibilidad de su hijo, junto con los requisitos para permanecer en "buen estado" en el programa de dotados.

El niño empezará a recibir servicios dotados en cuanto se devuelve este formulario. Si usted tiene preguntas con respecto al programa, por favor no dude en ponerse en contacto conmigo. Estoy deseando trabajar con su hijo.

Sinceramente,

\_\_\_\_\_  
Coordinador dotados de fecha

\_\_\_ Estoy de acuerdo con la colocación en el programa talentosos y dotados.

\_\_\_ Que no está de acuerdo con la colocación en el programa talentosos y dotados.

\_\_\_\_\_  
Firma del padre/tutor Fecha



## PELHAM CITY SCHOOLS, GIFTED & TALENTED PROGRAM

### Notification of Probation & Conference

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Guardian:

As you were made aware when your child entered the Gifted & Talented Program, the Pelham City School Schools Gifted Education Continuation Policy stipulated that each student must maintain satisfactory performance to remain in the program. The approved policy outlines this as a 'B' average or equivalent.

According to the most recent report card, your child does not meet acceptable criteria and is therefore placed on probationary status for the upcoming 9 weeks in the following area(s):

\_\_\_\_\_ Gifted Classroom performance is unsatisfactory for the last 9 weeks.

\_\_\_\_\_ Regular classroom (AC or cluster) performance is unsatisfactory for the last 9 weeks.

Your child will continue to receive Gifted Program services during this probationary period. A meeting has been scheduled for:

|       |       |          |
|-------|-------|----------|
| _____ | _____ | _____    |
| Date  | Time  | Location |

During this time, an Individual Academic Plan outlining appropriate interventions will be developed and monitored by teachers serving your child. Your child's progress and performance will be reviewed at the end of the probationary period. If the performance meets acceptable criteria, your child will return to "good standing" status. If performance remains below the specified expectation, a further meeting will be scheduled to review more options for your child.

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

\_\_\_\_\_  
Gifted Coordinator

\_\_\_\_\_  
Date

# PELHAM CITY SCHOOLS, GIFTED & TALENTED PROGRAM

## Individual Academic Plan (Probationary Status)

Student: \_\_\_\_\_ GTID: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_  
 Probation Class(es): \_\_\_\_\_ Regular Education \_\_\_\_\_ Gifted Education  
 Probation Period: Start \_\_\_\_\_ End \_\_\_\_\_ Total Weeks: \_\_\_\_\_  
 (Must be at least 9 weeks, and no longer than 1 semester.)

Academic Interventions (if necessary):

1. \_\_\_\_\_  
 Person Responsible: \_\_\_\_\_
2. \_\_\_\_\_  
 Person Responsible: \_\_\_\_\_

Student Responsibilities:

1. \_\_\_\_\_  
 Person Responsible: \_\_\_\_\_
2. \_\_\_\_\_  
 Person Responsible: \_\_\_\_\_
3. \_\_\_\_\_  
 Person Responsible: \_\_\_\_\_

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 Review Date: \_\_\_\_\_

Status: \_\_\_\_\_ Return to good standing \_\_\_\_\_ Continue probation  
 \_\_\_\_\_ Withdraw from program (\_\_\_\_parent/guardian \_\_\_\_school)

Team Members: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

\_\_\_\_\_  
 Date

**PELHAM CITY SCHOOLS, GIFTED & TALENTED PROGRAM****Notice of Continuation  
(End of Probationary Status)**

Date: \_\_\_\_\_

Dear Parent/Guardian of \_\_\_\_\_:

Your child's Individual Academic Plan and probationary status in the Gifted Program were reviewed on \_\_\_\_\_. Following this review, the team members present are happy to recommend your child's continuation in the Gifted Program in Pelham City Schools.

We hope that the problem(s) that existed before have been corrected, and we can expect continued satisfactory performance.

Thank you for your cooperation in helping to make this a worthwhile learning experience.

\_\_\_\_\_  
Gifted Coordinator

\_\_\_\_\_  
Date

**PELHAM CITY SCHOOLS, GIFTED & TALENTED PROGRAM****Notice of Withdrawal**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Guardian:

Your child's Individual Academic Plan and probationary status in the Gifted Program were reviewed on \_\_\_\_\_. Following this review, the team members determined that your child's performance falls below the Pelham City Schools continuation policy criteria. Your child does not meet the acceptable criteria and will be withdrawn from the Gifted Program.

Re-entry may not be considered until the beginning of the next academic year following successful completion of the requirements in the Individual Academic Plan. Re-entry must be initiated by the parent/guardian. After two (2) academic years, re-evaluation for eligibility must be completed again prior to re-entry.

\_\_\_\_\_  
Gifted Coordinator

\_\_\_\_\_  
Date

### Notification of Re-entry Decision

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Guardian:

In response to the request for your child's re-entry into Pelham City Schools Gifted Program, your child's file has been reviewed. Your child ☐has met ☐has not met the criteria for re-entry into the Gifted Program, as demonstrated by the following:

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If your child has met the criteria for re-entry, he/she will begin receiving gifted education services as soon as the enclosed "Permission to Provide Services" form is signed and returned.

\_\_\_\_\_  
Gifted Coordinator

\_\_\_\_\_  
Date