

Troup County School System

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Your Future Starts Today

**Resource Manual  
for  
Gifted Education Services  
2023-2024**

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## FORWARD

The State of Georgia has a long history of serving intellectually and creatively gifted students. In the 1950s, Ms. Margaret Bynum, Georgia's initial Gifted Education Specialist, led the way as Georgia became the first state to pass legislation that requires all public school systems in Georgia to offer programs for gifted education students. Troup County School System (TCSS) utilizes the multiple criteria approach as recommended by the Georgia Department of Education (GADOE) to look at students' strengths and interests in determining their educational needs. Following Georgia's due process procedures, TCSS uses an equitable and fair approach to identify gifted students. These procedures provide TCSS the opportunity to identify a diverse group of talented students to participate in the gifted education program which extends and accelerates the pace and depth of the Georgia Performance Standards and the Common Core Georgia Performance Standards.

This resource manual is a companion document to the [2023-2024 Georgia Gifted Resource Manual](#) for gifted education services provided by GADOE and the State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS which was adopted by the Georgia Board of Education on May 10, 2012. The guidelines and guidance contained in this document provide assistance to teachers and administrators. Additionally, parents and other interested parties can use the manual as a guide to gifted education in TCSS. The resource manual is frequently updated and should be looked upon as a "living" document.

Please check the GADOE website for additional information about gifted education. If persons using TCSS website or the GADOE have questions, please contact Deana Brown, Assistant Superintendent of Curriculum, Instruction, and Professional Learning, at (706) 812-7900.

## PURPOSE STATEMENTS

### **Purpose of Gifted Education**

- To maximize intellectual, academic and/or creative abilities in students who demonstrate these qualities at a high degree
- To impact performance at a level commensurate with their capabilities on classwork and assessments through rigorous specialized instruction and/or ancillary services

### **Purpose of Advanced Placement**

- To develop critical thinking and study skills through rigorous instruction and evaluation of advanced content while helping students earn college credit for highly selective post-secondary institutions through success on AP exams

### **Purpose of International Baccalaureate**

- To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

TCSS follows non-discriminatory procedures with respect to race, religion, national origin, gender, disabilities and/or socio-economic background. Referral, identification, evaluation, placement, and services of gifted students are non-discriminatory.

## DEFINITIONS

1. **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. Gifted students need the opportunity to work through the curriculum at a faster pace and need less time on learning basic skills and revision. The curriculum is differentiated in complexity and acceleration which offers a variety of options for students who differ in abilities, knowledge, and skills. In a differentiated curriculum, teachers offer different approaches to what students learn (content), how students learn (process), how students demonstrate their learning (product), and how students are evaluated (assessment). (Adapted from Tomlinson, 2000).
2. **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.
3. **Georgia Professional Standards Commission**- (GAPSC) the agency charged with providing certification to professional educators.

4. **Gifted Rating Scale- (GRS)** GRS is an assessment for children used mostly for Gifted & Talented admissions. It is administered by a teacher who knows the child well. The teacher rates specific gifted behaviors that they have observed over time.
5. **Gifted Student** – The GADOE describes a gifted student as one who demonstrates a high degree of intellectual and/or creative ability, 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.
6. **Panel of Qualified Evaluators** - Experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility. TCSS will take steps to train qualified evaluators to analyze work samples, projects etc., as and when needed for eligibility purposes.
7. **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.
8. **State Board of Education (SBOE)** – The constitutional authority which defines education policy for public K-12 education agencies in Georgia.
9. **Troup County School System-** (TCSS) A public education agency that follows guidelines set forth by GADOE to provide gifted educational services to Pre-K through 12 students who reside within Troup County and attend the local public school.

## DISTRICT AND SCHOOL TEAMS

The following teams are in place to ensure that our district procedures and policies are followed at both the district and school level.

### DISTRICT:

- District Enrichment Team (DET)-consists of gifted lead teachers at each school, district gifted facilitator, and other district or school personnel as needed.

### SCHOOL:

- School Enrichment Team (SET)-consists of the gifted lead at each school, general education teacher(s), and school administrator(s). Other teachers, nurses, counselors, etc. may join as needed or desired.

## **NOTIFICATION**

TCSS will notify parents and guardians of students who are being considered for gifted education services. A variety of communication methods will be used to convey information related to the gifted education program. Efforts will be taken to provide documents in the student's home language upon request. The notification procedures include, but are not limited to, the following:

1. Referral procedures, including the Rtl process, and eligibility requirements adopted and applied by TCSS.
2. Notification of initial consideration for gifted education services.
3. Evaluation guidelines and documentation of training procedures utilized and maintained by TCSS.
4. Parents/guardians will be notified of the results of the student's evaluation and eligibility status. A conference between the teacher and parent can be arranged if requested or warranted.
5. 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.
6. Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.
7. A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description will include the length of the probationary period and the criteria.
8. Termination of services when students on probation have failed to meet criteria for continuation of services.

## **RESPONSE TO INTERVENTION (RTI)**

This section focuses on providing enrichment opportunities for those students who perform at high levels when compared to other students of their age, experience, or environment. The Pyramid of Enrichment Opportunities outlines a systematic way of identifying student strengths so each student can be appropriately challenged to reach his or her maximum potential. Although the following process should be followed as part of TCSS best practices, autonomy will be held at the school level in terms of the resources, placements, etc. utilized in the Rtl process for advanced students.

This section focuses on policies and procedures for serving students who are high achieving in the Rtl process.

## **How to Identify Students for Rtl**

Students believed to be advanced or high achieving should follow the process below for talent development and differentiation:

1. Nominations for the Rtl process may come from a variety of sources, including classroom teachers, special area teachers, parent or guardian, the child himself/herself, or any other responsible person who has knowledge of the student's abilities.
2. Universal Screeners, End of Grade Assessments, School-Wide Assessments, Classroom Performance & Grades, and District Approved Benchmarks may all be used as part of the identification process. Data should be reviewed by the School Enrichment Team and a determination should be made whether to enter Rtl for high achieving students or not. The team should refer to Rtl if the submitted work is advanced and superior to like-peers.
3. Once a determination is made, written notification must be sent to the parent/guardian notifying them of placement in Rtl for high achieving students, as well as a program model description.

**This section focuses on policies and procedures  
for serving students who are high achieving in the Rtl process.**

### **Tier 1: Standards-Based Classroom Learning**

#### **Guiding Questions:**

- Are students receiving high-quality instruction using state standards in a standards-based classroom?
- Are students being challenged to maximize their potential?
- Is instruction being differentiated based on identified strengths?

#### **Components of a Model Tier 1 program include:**

- All students are taught using grade level state standards.
- Activities are differentiated based on individual student strengths and needs.
- Tier 1 opportunities should be in place for approximately 4-6 weeks.
- Data is collected to document superior performance in the form of classroom work samples, benchmark testing, teacher made tests, creative projects, progress reports, and report card grades.

#### **Factors to Consider:**

- Provide adequate time for the Tier 1 enrichment opportunities to be implemented before determining if Tier 2 support is needed. Professional judgment is critical in assessing student performance and individual responses to Tier 1 instruction.
- Provide independent enrichment opportunities appealing to various modalities of learning to identify significant strengths.



**Table 1**

<b>Examples of Tier 1</b>	<b>Non-examples of Tier 1</b>
Fifth grade students work on the Revolutionary War. Teachers use a variety of instructional approaches and offer a menu of opportunities focusing on different strength areas so that students may select an appropriately challenging performance task.	Fifth grade students work on the Revolutionary War. Teacher requires selected students to research two prominent figures from that time instead of one.
Elementary classroom is reading a story from a specific genre. While some students are identifying story elements, select students are comparing other stories with similar themes to identify similarities.	Elementary classroom divides students into three reading groups based on reading ability but works on the same lessons with all three groups.

**Examples of Tier 1 Materials:**

- State standards
- Standard Classroom Curriculum

**Tier 2: Strength-Based Instruction/Learning**

**Guiding Questions:**

- Does the student continue to achieve at a rate higher than peers with instruction differentiated based on strengths?
- Does the student need more intense enrichment opportunities to reach his/her academic potential?

**Components of a Model Tier 2 program include:**

- Classroom teacher implements tier 2 interventions for any student who is performing at an accelerated level in the regular classroom setting.
- Tier 2 interventions could include:
  - Alternate performance based activities that extend curriculum
  - Alternate testing activities that include higher level thinking or problem solving opportunities.
  - Daily classroom work activities that require high level thinking or problem solving opportunities beyond what is required of the typical student.
  - Small group opportunities where the student is given leadership responsibilities.
  - Parallel grouping opportunities with higher achieving students in areas of strength.
- Tier 2 enrichment opportunities are recommended for 30 minutes at least 2 to 3 times per week for approximately 4-6 weeks. Tier 2 activities are provided in addition to Tier 1.
- Data collection continues to document superior performance in the form of work samples, benchmark testing, teacher made tests, art projects, progress reports, and report card grades. In addition, the teacher must document time spent on Tier 2 enrichment activities and document

performance on those activities. Work samples collected must be labeled Tier 2.

- If the classroom teacher determines that the student continues to excel with Tier 2 enrichment strategies and is in need of additional enrichment opportunities, the folder is sent to the School Enrichment Team.

**Factors to Consider:**

- Provide adequate time for the Tier 2 enrichment opportunities to be implemented before determining if Tier 3 support is needed. Professional judgment is critical in assessing student performance and individual responses to Tier 2 instruction.
- Provide independent enrichment opportunities appealing to various modalities of learning to identify significant strengths.
- Data is needed to document continued superior performance at tier 2 before moving to tier 3. Tiers are fluid. If a student demonstrates adequate performance at tier 2 but does not excel, continue tier 2 enrichment opportunities. If a student struggles with tier 2 enrichment opportunities, move him back to tier 1.

**Table 2**

<b>Examples of Tier 2</b>	<b>Non-examples of Tier 2</b>
Third grade teacher utilizes additional 30 minutes 3 days per week during small group time for students to read above grade level books from the media center and complete AR tests to meet a 10 point requirement over a 9 weeks grading period.	Third grade teacher utilizes fifteen minutes daily for students to read grade level books and complete AR tests to meet a 15 point requirement over a 9 weeks grading period.
Small group of second grade students who demonstrate academic strengths in mathematics work on alternate activities that extend the curriculum and require them to utilize high level thinking skills to solve real life problems during small group math.	Select second grade students who demonstrate academic strengths in mathematics are given additional problems to solve when they finish an assignment before their peers.

**Examples of Tier 2 Materials:**

- Prescriptive reading software if assignments are significantly higher than peers.
- Prescriptive math software if a student is working at a level significantly higher than peers.
- Independent reading is higher than the student's current grade level.
- Enrichment materials that are provided with classroom texts.
- Reading Circles if the literature explored is more challenging than what is being read by typical peers.

- Alternate tests that require higher level thinking or problem solving skills and/or include an additional essay component.
- Alternate performance based activities that require higher level thinking skills, problem solving skills, extended research skills, and/or advanced communication skills.

### **Tier 3: Enrichment Team Driven Instruction/Learning**

#### **Guiding Questions:**

- Does data document that the student continues to excel when provided with Tier 2 enrichment opportunities?
- Does the student demonstrate academic skills in an area of strength at least one grade level beyond current placement?
- Is the student emotionally capable of dealing with peers at a higher grade level?

#### **Components of a Model Tier 3 program include:**

- Folder is sent to the School Enrichment Team for review. If the team determines that a student has maximized opportunities at tier 2, the team develops tier 3 enrichment strategies.
- Tier 3 enrichment strategies could include but are not limited to the following:
  1. Participation in a cluster class in an area of strength where the student has the opportunity to work on the same assignments as students currently labeled gifted.
  2. Individual contracting to work on a project that extends the grade level curriculum.
  3. Individual work packets that include activities from the next grade level in the area of strength.
  4. Before or after school enrichment opportunities.
  5. Subject acceleration during small group time with a class at the next grade level.
- Tier 3 enrichment opportunities are recommended for 45 to 60 minutes in addition to tier 1 opportunities at least 4-5 days per week for approximately 4-6 weeks.
- If a student continues to excel with Tier 3 enrichment strategies in place and is determined by the team to need additional enrichment opportunities, a referral should be made to tier 4. All data from tiers 1, 2, and 3 must be included. Documentation from each tier should be labeled indicating tier level. Collaborate with gifted services provider to determine what data is needed to complete a referral.

**Factors to Consider:**

- Data should document that the student is performing at least 1 grade level above current placement in the area of strength.
- Student’s performance in the areas of mental ability, achievement, creativity, and motivation should document superior abilities

**Table 3**

<b>Examples of Tier 3</b>	<b>Non-examples of Tier 3</b>
Second grade student participates with third grade reading class during small group reading.	Second grade student spends additional time utilizing reading software program.
Sixth grade student participates in a seventh grade mathematics class.	Sixth grade student is given additional assignments to complete while class is working on current assignment.
Tenth grade student participates in a cluster class in area of strengths and completes same tasks as contracted students.	Tenth grade student is placed in a cluster class but completes the assignments assigned to general education students.

**Examples of Tier 3 Materials:**

- Individualized enrichment opportunities designed by the School Enrichment Team.

**Tier 4: Instruction through Gifted Programming**

**Guiding Questions:**

- Does the student demonstrate a high degree of intellectual, academic, and /or creative abilities with motivation to excel?
- Does the student meet eligibility criteria as outlined by GADOE criteria?
- Does the student need specialized instruction and/or ancillary service to achieve at levels commensurate with his or her abilities?

**Components of Tier 4**

- Student is referred to the District Enrichment Team that consists of a minimum of 3 certified staff members as assigned by the gifted facilitator.
- Data submitted should include all data collected in Tiers 1, 2, and 3 and labeled according to tier level. Ensure the rubric is completed and all pertinent information is attached. The classroom teacher should work with the gifted service provider to compile the folder.
- Team reviews all data to determine if the student meets all the testing requirements.
- If a student is determined to have met all the requirements, the folder is returned to the home school and the gifted service provider initiates testing procedures. Parent permission must be obtained and vision/hearing must be cleared. Otherwise, if the team determines that

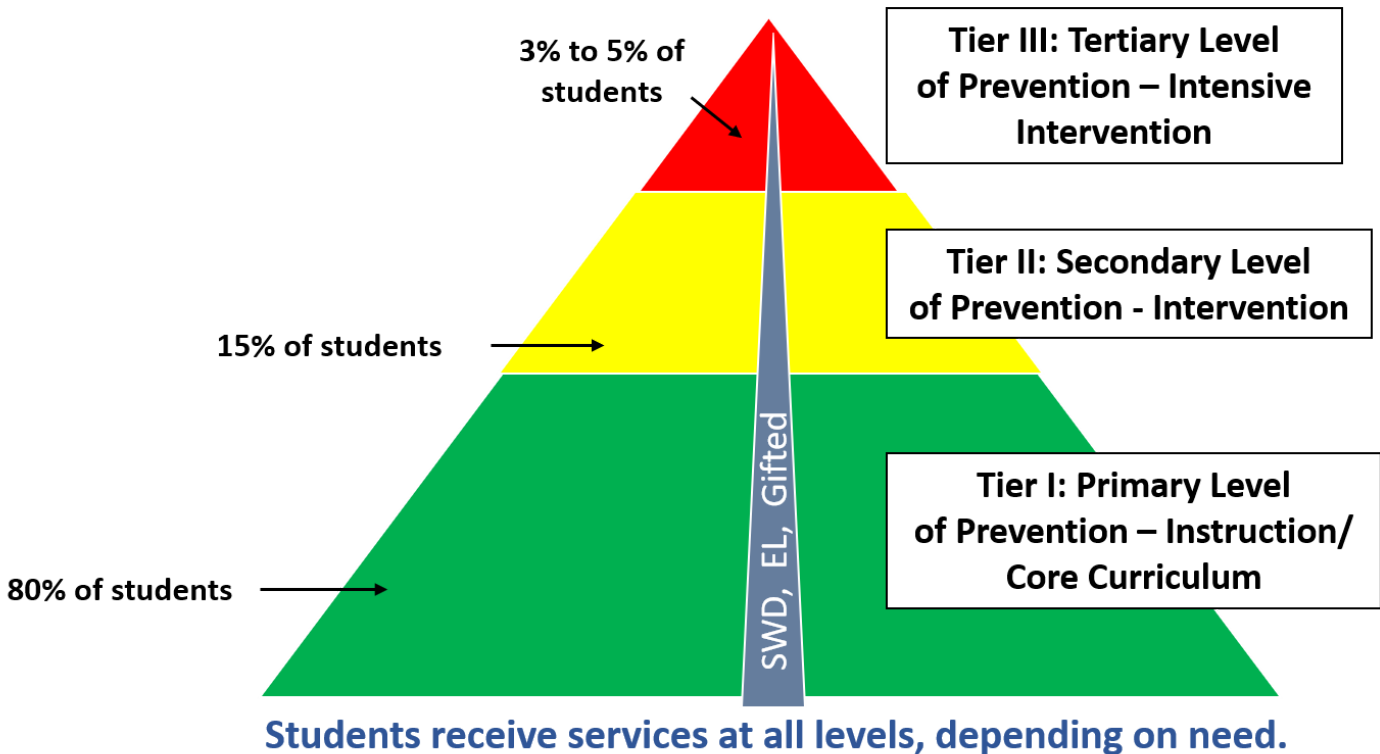
additional information is needed, the gifted service provider will be informed and specific instruction will be provided.

- Once testing is completed, the folder is sent to the district gifted facilitator to determine if the student meets the eligibility criteria.
- If a student is found eligible, parents are notified and services are provided. If a student is found to be ineligible, parents are notified and schools may provide Rtl enrichment opportunities if deemed appropriate.

**Factors to Consider:**

- Students who post a qualifying score on an accepted norm referenced test as documented in the TCSS Gifted Procedures Manual or students who have been served as gifted in another state may be accelerated through the tiers and recommended for testing consideration at tier 4. Students who were previously served as gifted and return to TCSS after attending private school or being home schooled may also be accelerated through the tiers and recommended for testing consideration at tier 4.
- Students must meet continuation criteria as outlined in TCSS policy to continue to receive gifted services each year.

## Gifted Pyramid



The Gifted Response to Intervention Pyramid can be further expanded through the following:

Tier 1: Instruction is based on grade level standards provided by the Georgia Department of Education, which includes differentiated instruction for individual student strengths and areas of need.

Tier 2: Instruction is based on alternative performance based activities, alternate testing activities, small group and parallel grouping activities, classroom activities that extend curriculum, require high level thinking and provide leadership activities.

Tier 3: Instruction is based on activities and assignments based on extension of the grade level curriculum, activities from the next grade level, before and after school enrichment activities, subject acceleration during small group time, cluster class working on same assignments as gifted students, etc.

## REFERRAL

### Referrals for consideration

The consideration for gifted education evaluation may be a reported referral or automatic referral as defined in the *GADOE Resource Manual for Gifted Education Services*.

1. **Reported Referral.** A student may be referred for consideration for gifted education evaluation by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities.
  - a. Reported Referrals must be brought to the District Enrichment Team for review and approval.
  - b. A rubric will be utilized by the DET when considering students for further assessments to determine eligibility. The rubric should be used as a guide and is considered part of the totality of evidence. It will not be used as the sole determinant of consideration.
  - c. Other evidence, as collected as part of the RtI process, will be presented to the team as well. This may include evidence of acceleration, enrichment, classroom grades, attendance, motivation, creativity, and/or other academic performance and screeners.
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 education services.

- a. TCSS will establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment. TCSS has established a criterion score on a norm referenced test of achievement at or above 90% total reading or total math, or 85% or higher in total battery.
- b. TCSS will analyze scores of 4<sup>th</sup> grade students who scored in the top 15% in ELA or Math on 3<sup>rd</sup> grade end of grade tests, when available. Other universal screening criteria may be utilized for automatic referral if the scores are 90th percentile or higher in either ELA/Reading or Math.
- c. TCSS will 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 will be non-discriminatory with respect to race, religion, national origin, gender, disabilities, and socio-economic background. This data will be reviewed annually.

### **Consent**

TCSS will obtain written consent for testing including vision and hearing from parents or guardians of students who are being considered for evaluation for gifted education services. Additionally, TCSS will obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services. However, written consent is not required to review master lists, standardized scores, or group data when screening for automatic referral.

### **Referral Window**

For TCSS, parents, students, teachers, or any other stakeholder who has in depth knowledge of the student and would like to refer to the gifted program, may do so at any time in the school year. The referral process follows the guidelines set by the Georgia Department of Education. Referrals or recommendations for the gifted program shall be submitted to the gifted lead teacher at each school. The lead gifted teacher works with the administrators and other faculty members to identify possible candidates for the gifted program. Once a student is referred for gifted evaluation, the gifted teacher works with regular education teachers, and possibly other stakeholders, to gather information related to acceleration or high achievement. Parents are notified and the Rtl process for gifted education is initiated, if it hasn't been done already. Data is collected and presented to the SET. If the team feels that sufficient data and information has been collected and that the student meets criteria for gifted evaluation, the gifted lead teacher then presents this information to the DET. Determination for evaluation is determined at this time.

### **DATA BY PRIVATE ENTITIES**

Data, documents, and information submitted to TCSS from private entities will be considered as part of the gifted referral process. Such data should be submitted to the lead gifted teacher at the school. The lead teacher will convene with SET & TCSS

Gifted Facilitator to analyze the provided data. A determination will be made to either proceed with a referral meeting at the district level, or to provide resources and interventions at the school level. Parents will be notified of the outcome once all required teams have reviewed and analyzed the provided data.

## EVALUATION

TCSS conducts evaluations to determine eligibility for gifted services in the following four areas: mental ability, achievement, creativity, and motivation. A list of secondary assessments in all four categories has been identified for evaluating students as needed. Vision and hearing must be cleared prior to evaluation. Evaluation instruments must have been approved by the GADOE. Test scores used to establish eligibility will have been administered within the past two calendar years. Assessments may not be replicated during the 2 year period. Any data used in one area to establish a student's eligibility will not be used in any other data category. TCSS will use only one subjective measure when determining eligibility.

## ELIGIBILITY REQUIREMENTS

TCSS will 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 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 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. Information will be collected in each of the four areas: mental ability, achievement, creativity, and motivation.
3. Test scores used to establish eligibility will have been administered within the past two calendar years. Assessments may not be replicated during the 2 year period.



4. Any data used in one area to establish a student's eligibility will not be used in any other data category. TCSS will use only one subjective measure when determining eligibility.
5. Data will be used for eligibility in the four areas according to the following:

## Areas of Evaluation

**Mental Ability** - For option A, students in grades K-2 shall score at the 99th percentile on a composite or full-scale score, and students in grades 3-12 shall score at or above 96th percentile on a composite or full scale score on norm-referenced tests of mental ability, as defined in the GADOE *Resource Manual for Gifted Education Services*. For option B, students in grades K-12 shall score at or above the 96th percentile on a composite or full-scale score or appropriate score, as defined by the approved list of assessments, on a norm-referenced test of mental ability, as defined in the GADOE *Resource Manual for Gifted Education Services*.

- Mental ability tests will 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, gender, disabilities, and economic background within a 10-year period prior to administration unless a new norm has not been established by the test publishing company.
- Mental ability tests that were designed to be administered individually will be administered by a qualified psychological examiner.
- For establishing the required standard in the area of mental ability an age-norm score must be used in the assessment process.

**Achievement** - Students will 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 (see Gifted Eligibility Chart below). If composite scores are used, efforts will be taken to use the most comprehensive measure.

- Norm-referenced achievement tests will be the most current editions of tests, or editions approved by GADOE, that measure reading skills, including comprehension, and will yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests will 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 unless a new norm has not been established by the test publishing company.

- Performances and products will be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.
- Achievement scores should be determined using student-grade norms.

**Creativity** - Students will 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 a score at or above 90 on a 100 point scale on a structured observation/evaluation of creative products and/or performances.

- Norm-referenced tests of creative thinking will be the most current editions of tests, or editions approved by GADOE, that provide scores of fluency, originality, and elaboration. These tests will have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, gender, disabilities, and economic background within a 10-year period prior to administration unless a new norm has not been established by the test publishing company.
- Rating scales used to qualify creativity will differentiate levels such that judgments may equate to the 90th percentile. All teachers who complete the rating scales must have training on the concept of creativity, the characteristics of gifted students, how the particular scale describes those distinguishing behaviors, and how the different items on the scale should be interpreted. If a rating scale is used to evaluate creativity, a rating scale will not be used to evaluate motivation.
- 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 will be reviewed by a panel of qualified evaluators.
- Standardized tests of creative thinking will be scored by individuals who have been trained and reached a satisfactory level of inter-rater reliability.

**Motivation**- Students will 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 if applicable.

- Rating scales used to qualify student motivation will differentiate levels such that judgments may equate to the 90th percentile. All teachers who complete the rating scales must have training on the concept of motivation, the characteristics of gifted students, how the particular scale describes those distinguishing behaviors, and how the different items on the scale should be interpreted. If a

rating scale is used to evaluate motivation, a rating scale will not be used to evaluate creativity.

- 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 will be reviewed by a panel of qualified evaluators.
- 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.

Assessment data that were gathered and analyzed by a source outside the student's school or TCCS will be considered as part of the referral and evaluation process. External evaluation data will not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations will have been reviewed for bias with respect to race, religion, national origin, gender, disabilities, and economic background.

If there are concerns regarding meeting eligibility criteria following testing in the four required areas, a school psychologist may be consulted to review the data and to administer additional testing if necessary.

## GIFTED ELIGIBILITY CHART

- In option A and B, information will 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 will not be used to establish eligibility in another category.
- If a rating scale is used to evaluate creativity, a rating scale will not be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale will not be used to evaluate creativity.
- Any piece of information used to establish eligibility will 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
	<b>Student must have a qualifying score in the mental ability AND achievement categories.</b>	<b>Student must qualify in <u>three of the four</u> categories.</b>
<b>Mental Ability</b>	<ul style="list-style-type: none"> <li>➤ Grades K-2: 99th percentile composite score on a nationally age normed mental ability test</li> <li>➤ Grades 3-12: ≥ 96th percentile composite score on a nationally age normed mental ability test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 96th percentile composite score OR appropriate component score on a nationally age normed mental ability tests</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12: ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> <li>➤ 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</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grades K-12: &gt; 90th percentile on composite score on a nationally normed creativity test</li> <li>➤ Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile</li> <li>➤ Grades K-12: Superior product/performance with a score of &gt; 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>➤ Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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 p. 29 of GADOE manual for additional information)</li> <li>➤ Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile</li> <li>➤ Grades K-12: Superior product/performance or structured observation with a score of &gt; 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>

## RECIPROCITY

Any student who meets the initial eligibility criteria in this rule for gifted education services in any LEA in the state of Georgia will be considered eligible to receive gifted education services in TCSS. When TCSS is notified that the student received gifted education services at the previous system, TCSS will request records from the sending school before placing the student in the gifted education program. TCSS will honor the continuation policy of the transferring school system.

TCSS is not obligated to provide services to any out-of-state students unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq. When TCSS has knowledge of an out-of-state transfer student receiving gifted education services at the previous school system, then the student will be automatically considered for an evaluation and the evaluation will be conducted in an expedited manner. Reciprocity may be granted if a preponderance of evidence aligning to Georgia Eligibility Requirements is available for review. **All out of state transfers should be referred to the district gifted facilitator for review prior to a decision on placement or evaluation.**

### **Break in Service Procedure**

If a student who was previously identified as gifted in the state of Georgia is voluntarily withdrawn from the program for the following reasons: homeschool, private school, online school, relocation to another district within Georgia, relocation to another state, voluntary inactive status, or medical reasons, the student will be defined as having a “break in service” in accordance with the GADOE gifted resource manual.

For those meeting the above definition of “break in service”, students are not required to re-establish gifted eligibility regardless of the length of break in service. All re-entry decisions are based on demonstrated need as determined by student performance during the break in service. All re-entry decisions are made by the District Enrichment Team, under the guidance of the district gifted facilitator. Based on the decision of the DET, the student may be considered for re-entry immediately. To re-enter a student, the following procedures must be followed:

1. The parent must complete a re-entry request form (gifted form 19G) and submit to the school for consideration.
2. The school's gifted teacher and/or administration should gather all relevant documentation to be considered before scheduling a meeting with the district gifted facilitator.
3. The gifted facilitator will work with the DET to review the student's performance during the break in service and make a recommendation to re-enter or not re-enter the student.
4. The decision to re-enter or not re-enter the student into the gifted program will be noted on the re-entry request form and filed in the student's record. If a student is

approved for re-entry, the school will schedule the student for gifted services immediately.

## **DATA COLLECTION**

TCSS will collect and maintain statistical data, which will be reviewed annually 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 will be archived and maintained by subgroups, which will include at least the grade level, gender, and ethnic group of the students.

TCSS will evaluate its gifted program at least every three years using criteria established by GADOE.

## **SERVICES**

TCSS will develop curricula for gifted students based on Georgia standards. TCSS curricula for gifted students will focus on developing cognitive, learning, research and reference, and meta-cognitive 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. TCSS will make available to the public and the GADOE a description of the differentiated curricula used for instruction of gifted students. TCSS will review and revise, if revisions are needed, its curricula for gifted students at least annually.

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.

Students identified as gifted and whose participation has received parental consent will receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models.

## Direct Services

### 1. Resource Class (K-12)

- a. All students must have been identified as gifted by GADOE criteria.
- b. 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.
- c. The content and pacing must be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level.
- d. Gifted students will receive no more than 10 gifted FTE segments per week of resource class service.

### 2. Advanced Content (K-12)

- a. 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).
- b. TCSS may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. A rubric may be used to determine student placement in advanced content classes.
- c. TCSS has established criteria and guidelines through a rubric that identify gifted and regular education students who will be successful in advanced content classes.
- d. TCSS maintains 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.
- e. Identified gifted students in the advanced content course are counted at the gifted FTE weight. Students who are not identified as gifted are counted at the regular education FTE weight.
- f. In grades K-5, gifted students will receive no more than two gifted FTE segments per day of advanced content service in the same content area.
- g. Gifted FTE segment(s) will 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 cannot earn a gifted FTE segment in advanced content mathematics and also earn a gifted FTE segment in the cluster or collaboration model in mathematics.

### 3. Advanced Content Classes: Advanced Placement (AP) Courses (9-12) and International Baccalaureate (IB) Courses in Diploma Program (11-12)

- a. 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).

- b. TCSS may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area.
- c. TCSS maintains a description of the course curriculum which is based on the College Board guidelines. This framework very clearly shows how the AP advanced course content, teaching strategies, pacing skills, and assessments differ from the courses more typical for students at that grade level.
- d. TCSS will follow the recommended class size requirements specified by the SBOE.
- e. In order to count the gifted students in AP (grades 9-12), IB (grades 11 and 12), Gifted Honors (grades 6-12), and IB Middle Years Programme (IBMYP) classes at the gifted FTE weight, the teacher must have the following qualifications:

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

- 1. Content teacher with appropriate content areas GaPSC approved certification AND one of the following:

- a. The teacher has a current GaPSC issued gifted endorsement/certification

OR

- b. The teacher has completed the appropriate APSI training by the College Board for that specific AP course and has completed a 10-clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students.

**ii. International Baccalaureate (IB) Diploma Courses**

- 1. Content teacher with appropriate content areas GaPSC approved certification AND one of the following:

- a. The teacher has a current GaPSC issued gifted endorsement/certification

OR

- b. The teacher has completed the appropriate training by IB for that specific IB course and has completed a 10-clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students.



**iii. Gifted Honors and IB Middle Years Programme (IBMYP) Courses:**

1. The teacher must have the appropriate content area GaPSC approved certificate in the specific honors course.
2. The teacher has a current GaPSC issued gifted endorsement.
3. 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)**

- a. Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom. A rubric may be used to determine student placement in cluster classes.
- b. The general education teacher must have a current GaPSC approved gifted endorsement.
- c. Maximum of two gifted FTE segments per day may be counted at the gifted weight.
- d. The teacher must document the curriculum differentiation for the gifted student(s) by completing individual or group contracts which include the following requirements:
  - i. 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.
  - ii. 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
  - iii. 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**

**1. Collaborative Teaching (K-12)**

- a. A maximum of eight identified gifted students are placed as a group into an otherwise heterogeneous classroom. A rubric may be used to determine student placement in collaborative classes. Direct instruction is provided by the students' general education teacher who collaborates with a designated gifted teacher. There must be substantial, regularly scheduled collaborative planning between the general education teacher

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

- i.** The collaborating gifted teacher must have a clear renewable GAPSC approved gifted education endorsement.
- ii.** The gifted teacher, the general education teacher, and the gifted student(s) (when appropriate) collaborate and document the development of differentiated instructional strategies, Georgia standards based curriculum, and evaluation practices.
- iii.** TCCSS will follow the GADOE guidelines by providing adequate planning time to the collaborating general education teacher and gifted teacher. Teachers must document collaborative hours. In certified personnel information, the general education teacher is the teacher of record and the gifted program teacher is recorded in the consultative subject code.
- iv.** The gifted education teacher will be given one full period each week or its monthly equivalent during which he/she has only gifted education collaborative planning responsibilities for every three classes in which he/she has collaborative teaching responsibilities.
- v.** The total number of gifted students whose instruction may be modified through this collaborative approach will not exceed on an average of 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 will be no more than 24 gifted students for whom curriculum is being differentiated among the three classes.
- vi.** Instructional segments that have been modified for gifted learners will be counted at the gifted FTE weight if the gifted education teacher and general education teacher document the curriculum modifications made for the gifted students in the following ways:
  - 1.** 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)
  - 2.** a time and discussion log of the collaborative planning sessions between the teachers
  - 3.** 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:**

**Collaborative Planning Time for Gifted Program Specialist**

<b>Number of classes within which the gifted specialist collaborates</b>	<b>Number of segments counted at the gifted weight</b>	<b>Required collaborative planning time in minutes</b>
<b>1-3</b>	<b>1-24</b>	<b>45-60</b>
<b>4-6</b>	<b>25-48</b>	<b>90-120</b>
<b>7-9</b>	<b>49-72</b>	<b>135-180</b>
<b>10-12</b>	<b>73-96</b>	<b>180-240</b>
<b>13-15</b>	<b>97-120</b>	<b>225-300</b>
<b>16-18</b>	<b>121-144</b>	<b>270-360</b>

**2. Internship/Mentorship (9-12)**

- a. 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 documents 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.
- b. To ensure adequate time for the gifted program internship teacher to monitor and assist gifted students participating in internships/mentorships, he/she will be given one full period each day or its weekly equivalent during which he/she has only gifted education internship/mentorship responsibilities for every 15 gifted students for whom he/she is supervising the internship/mentorship experience.

**Approved Innovative Models**

When appropriate, TCSS will submit an innovative plan to the Gifted Education Specialist at GADOE for approval. The plan will 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. If approved by the state, TCSS will implement the innovative model.

## **RECIPROCITY**

Any student who meets the initial eligibility criteria in this rule for gifted education services in any LEA in the state of Georgia will be considered eligible to receive gifted education services in TCSS. When TCSS is notified that the student received gifted education services at the previous system, TCSS will request records from the sending school before placing the student in the gifted education program. TCSS will honor the continuation policy of the transferring school system.

TCSS is not obligated to provide services to any out-of-state students unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq. When TCSS has knowledge of an out-of-state transfer student receiving gifted education services at the previous school system, then the student will be automatically considered for an evaluation and the evaluation will be conducted in an expedited manner.

## **CONTINUED PARTICIPATION**

TCSS has outlined a procedure for continuation of services, heretofore will be referred to as continuation procedure, for students identified as eligible for the gifted program to continue to receive such services. TCSS will review the progress of each student receiving gifted education services at least annually. Any student who receives gifted education services will continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the TCSS continuation procedures.

1. The continuation procedure includes a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes will continue to receive gifted education services for a probationary period of one semester while attempting to achieve satisfactory performance status. A Plan of Improvement, including specific goals and evaluation criteria, shall be written as part of the probationary period. Notification of the probationary period must be communicated to the parents and student, which shall also include a review of the Plan of Improvement.
2. The continuation procedure will 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.
3. Criteria for resuming gifted education services for such students will be outlined in the student's Plan of Improvement and will be reviewed with the student.

4. Parents may request a student to be temporarily withdrawn from the gifted program for one semester. If approved, the student may remain on inactive status for up to one school year. Parents may request re-entry by completing a re-entry request that can be obtained from the gifted services teacher. Please contact the coordinator of gifted services at (706) 812-7900 if additional time is required for reentry.
5. Parents may request that a student enter the gifted program after a break in services due to prior termination of services, private school/ homeschool placement, or attendance outside the state of Georgia by completing re-entry request form.

### **Gifted Education Continuation/Withdrawal Procedures**

A student may continue to receive services in the Troup County Program for the Gifted providing he/she has met gifted eligibility within Georgia and meets the following criteria:

1. The student will maintain satisfactory performance in gifted education classes.
2. The student must maintain satisfactory performance as measured by a minimum semester grade point average of 3.0 or the numerical equivalent of  $\geq 80$  in gifted education class.

In all gifted, advanced content, AP and/or IB courses, the gifted student must demonstrate:

- active classroom participation
- completion of all assignments/tasks within designated time
- ability to work independently when independent work is assigned
- appropriate interaction with peers in a group situation
- appropriate behavior as outlined by school rules
- regular attendance in the gifted program

The student's performance in gifted education/advanced classes will be assessed each grading period. The student and parent/guardian will be notified in writing if the student's continued placement is in jeopardy. A Plan of Improvement will be developed and implemented to help the student improve performance. After such notification, and if unsatisfactory performance continues during a semester probationary period, the student may be placed as inactive from the gifted program.

After one (1) semester of non-participation, a student may re-enter the program for the gifted upon satisfactorily meeting the requirements of the continuation criteria of the Troup County School System. Re-entry will be determined by the School and/or District Enrichment Team, and will occur only at the beginning of a semester.

Academic or behavioral concerns outside of the gifted education course or setting should be addressed through the school and district's Rtl procedures and policies.

Ongoing collaboration should occur between the gifted team and general education intervention team.

## CURRICULUM

Gifted education learners are taught using GADOE approved standards-based curriculum. The curriculum focuses on developing cognitive learning, research and reference, and meta-cognitive 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).

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 (Cobb, 2012)

The TCSS will review and revise, if revisions are needed, its curricula for gifted students at least annually.

**TEACHER REQUIREMENTS**

Teachers of gifted learners must hold a valid certificate in the area they teach and must be gifted endorsed, unless otherwise noted in model description.

Gifted education specialists participate in comprehensive professional learning that is relevant to the needs of gifted learners. Professional learning is aligned with the national standards for gifted education.

Teachers and Coordinators who provide gifted and/or advanced level services have completed professional learning that culminated in endorsement in gifted education.

Gifted education teachers receive time to plan, implement, and refine professional learning experiences.

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

Administrators, counselors, teachers, and paraprofessionals receive ongoing professional learning annually in regards to the nature and needs of gifted learners and appropriate instructional strategies and curricula.

TCSS actively supports participation in professional learning for gifted education.

**PUBLIC REVIEW**

TCSS will 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 TCSS’s gifted education curricula.

**FULL-TIME EQUIVALENT STUDENT (FTE)**

FTE reporting refers to the state funding mechanism based on the student enrollment and the educational services local school systems provide for the students. The base amount of money received for each FTE student is determined by the Georgia General Assembly.

Refer to O.C.G.A. § 20-2-161 for information concerning the Quality Based Education (QBE) formula. Gifted Education is one of 19 categories of instruction funded through the state's Full-Time Equivalent Funding Formulas. A Full-Time Equivalent Student (FTE) is defined as six (6) segments of instruction. To view state FTE funding rates and levels go to <https://financeweb.doe.k12.ga.us/QBEPublicWeb/ReportsMenu.aspx> and select a specific report.

Students who are served in an approved gifted education model are reported with the Gifted Education weight (**PROGRAM CODE == "I"**) for each segment served on the FTE count day. The school system may claim students for gifted weight who are serviced on the day of the count only. Gifted students who are not provided with gifted program instruction on the day of the count must be reported according to the weight that indicates the actual services they receive on the FTE count day. For state funded FTE earnings, the count dates are the first Tuesday in October and the first Thursday in March. The FTE count days provide a “picture” or “point in time snapshot” of the scheduled instructional services provided to students on that specific date.

**CLASS SIZE**

**Source: Code: IEC 160-5-1-.08 – CLASS SIZE  
O.C.G.A. & 20-2-244 (H)**

Gifted Education class sizes are established by the State Board of Education. The current funding ratio for gifted education is 12. The maximum individual gifted education class sizes are listed below:

<u>GIFTED EDUCATION PROGRAM</u>	
Elementary (K-5)	17
Middle School (6-8)	21
High School (9-12)	21



Class size may be adjusted based on waivers included as a part of approved Charter System or Strategic Waiver System.

## **PROFESSIONAL LEARNING OPPORTUNITIES**

Professional learning opportunities concerning differentiation for advanced learners should be completed, at a minimum, annually for all staff members. Ongoing support for differentiation should be considered best practices at each school, which may include coaching, professional development opportunities, support with identification of gifted and talented students, and overall collaboration between all contents and grade levels.