



Gifted Education Putnam County Charter School System

GIFTED PROGRAM DESCRIPTION

In keeping with the Georgia State Board of Education's recognition of the need to provide gifted education to students who have potential for exceptional academic achievement in grades K-12 (SBOE Rule 160-4-2-.38), the Putnam County Charter School System provides differentiated curriculum and programs for gifted and talented students. The procedures described here establish the framework for the Putnam County Charter School System to deliver such services to the students of our county.

SAGE (Students Acquiring Gifted Education) will be utilized as the name for the gifted program at all schools in the county.

Definitions:

- A. Gifted Student – A student who demonstrates a high degree of intellectual and/or creative abilities, who exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or ancillary services to achieve at levels commensurate with his or her abilities. The student must meet the eligibility criteria defined in the gifted rule.
- B. 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.
- C. Panel of Qualified Evaluators-Experts in field appointed by the LEA who evaluate products/performance for eligibility.
- D. Qualified Psychological Examiner-A psychologist licensed by the state licensing board in US and have training and experience in psychology or child psychology.
- E. Gifted Program Standards-Standards provided by the Georgia department of education, related to Assessment, Curriculum, Planning and Instruction, Learning Environments, Programming and Professional development.

INSTRUCTIONAL PHILOSOPHY

The Putnam County Charter School System strives to ensure the continued development of the potential of gifted and talented students through the following aims:

- To provide a curriculum which extends and enriches learning
- To provide an instructional program which encourages students to become independent learners, effective problem solvers, and creative thinkers

Goals: The following broad goals will form the basis for the development of specific objectives for gifted and talented students:

- To integrate basic skills and higher level thinking skills into the curriculum
- To provide a differentiated curriculum based on the individual student's strengths
- To provide independent research and study skills through enriched content that is complex, multi-disciplined, and comprehensive
- To encourage the development of products that examine existing ideas and produce new ideas
- To provide a curriculum that stresses originality, fluency of ideas, intellectual curiosity, independence of thought, and conceptual elaboration
- To provide opportunities for students to develop leadership skills

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

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2011). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum (Hall, 2011).

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)

PERSONNEL:

Certification:

Teachers who are certified in gifted education will serve students eligible for gifted program services. Teachers of the gifted will coordinate activities with the school principal, psychology department, counselors, regular education teachers, and school staff. Administration for the program for gifted learners will be through the Director of Special Programs and through each school's administrative personnel. The Georgia Professional Standards Commission requires that gifted education teachers have a gifted education endorsement attached to their Georgia Teaching Certificate.

Staff Development:

Putnam County Charter School System addresses the priorities of personnel serving gifted learners by providing staff development through workshops, professional conferences, coursework, ongoing in service activities, pre and post planning days, and professional literature. Teachers are encouraged to take college and universities courses and use other resources such as Regional Education Services Agencies (RESA), and the Georgia Department of Education.

INSTRUCTIONAL MATERIALS & CURRICULUM:

The Putnam County Board of Education ensures that quality materials and equipment are available for the program for gifted learners. Texts and other instructional materials to be used in the administration and implementation of gifted education services will be adopted using the state text adoption cycle.

Local Boards of Education shall use the state Board of Education approved Common Core state standards in language arts and mathematics and the Georgia Performance standards in science, social studies and foreign language when developing curricula for gifted education programs. Curriculum objectives shall focus on developing cognitive, learning, research and reference and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education.

Gifted education teachers collaborate to plan instruction that supports the Common Core standards and meets assessed needs of gifted students for more elaborate, complex and in-depth study of major ideas, problems and themes. Activities and project based learning, involving research, communication and technology, are utilized so students demonstrate knowledge of concepts in a broad array of areas while promoting their own self awareness.

CLASS SIZE:

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:

GIFTED EDUCATION PROGRAM MAXIMUM CLASS SIZE

Elementary (K-5) 17
Middle School (6-8) 21
High School (9-12) 21

Class Size Resolution Process

Georgia Code O.C.G.A. § 20-2-144 (h) authorizes the State Board of Education to temporarily allow local board of education to exceed the regulatory class sizes listed above through a resolution process. The Putnam County School System Charter also allows for flexibility to the class size rule.

ELIGIBILITY/IDENTIFICATION STRUCTURE:

A. Notice

The Putnam County Board of Education shall notify all LEA parents/guardians in writing of local gifted program referral and eligibility requirements. This notice is appropriately made via the student handbook or letters to parents, news media, website or other LEA written forms of communication provided to all parents.

B. Referral Process

1. Reported Referral – Students may be referred for evaluation for gifted program eligibility by teachers, administrators, support personnel, parents/guardians, the child, a peer, or other responsible person who has knowledge of the student’s intellectual ability, creative ability or motivation for success. The referring person will complete a referral form and submit it to the building level gifted coordinator, who will work with school personnel to collect work samples, copies of standardized test results, and a copy of the most recent report card to complete the referral packet. The building level gifted coordinator will review the data, initiate an eligibility form, and follow administrative procedures for the formal evaluation.
2. Automatic Referral – Students who score at specified levels on a norm referenced test, Georgia Milestones Assessment or other local assessments as described below will qualify for an automatic referral.

Norm Referenced Test Scores:

Aptitude: Minimum of 88th percentile on one subtest

Achievement: Minimum of 90th percentile on Total Reading, Total Math or Composite. High school sophomores and juniors may also qualify via an automatic referral if a student scores at the 90th percentile on one or more of the three sections of the PSAT, which includes critical reading, mathematics or writing.

Georgia Milestones Assessment Students must exceed in 3 out of 5 subtest given on the test, or if in a grade where only three subtests are given, must exceed in all three subtest. The building level gifted coordinator or designee will review the CRCT results summary for his/her school in a child find effort to determine which students meet the automatic referral score. The gifted coordinator will complete a referral form for all students who meet or exceed the automatic referral score. End of Grade Assessments scores will be utilized for high school students for automatic referral: Students will have to score at the exceeds level in Math and/or ELA and show a history of exceeding on standardized test and must have met regular promotion to be referred for testing.

Students who score on a local assessment at or above the following will also be considered for automatic referral. The local system will use the Scholastic Reading Inventory (SRI Lexile or Star Reading or STAR Math) Students who score at the 90th percentile on any of these measures will be automatically referred for further testing.

3. Consent – Once a referral has been received on a student, the gifted coordinator at each school will send notification in the parent home language that indicates their child has been referred for gifted testing. Parents/guardians will be afforded an opportunity to conference in order to discuss eligibility and placement procedures if they so desire. Consent for individual student evaluation must be obtained and on file before an evaluation begins.
4. Re-testing Procedures - Previous Gifted Referrals: Students found not eligible for gifted services may only be re-evaluated in two-year increments.

C. Identification/Eligibility

Eligibility for gifted program services is established under SBOE Rule 160-4-2-.38. This rule describes the four categories for assessment (mental ability, achievement, creativity, and motivation) and the performance standards that must be achieved in each for a student to become eligible for gifted education services. The designated student must have passed a vision and hearing test within one year before formal evaluation begins. All test scores used to determine eligibility for placement shall be current within two calendar years. Data gathered and analyzed by a source outside the school system will not be substituted for data

the school generates during the evaluation process. Data must be collected in each of the four categories. Once data has been collected in all four categories, the eligibility can be established through either of the following two options: A rating scale can only be used in one area, so if used to evaluate motivation, a rating scale shall not be used to evaluate for creativity.

1. The Psychometric Approach

- a) Mental Ability – full scale or component score, grades K-2: 99th percentile on a test of mental ability
Mental Ability – full scale or component score, grades 3-12: at or above the 96th percentile on a test of mental ability

AND

- b) Achievement Scores at the 90th percentile or above in Total Reading, Total Math, or Total Battery on a standardized achievement test

2. The Multiple Criteria Approach

- a) Mental Ability – full scale or component score at or above the 96th percentile on a test of mental ability
- b) Achievement – a score at or above the 90th percentile in Total Reading, Total Math, or Total Battery on a standardized achievement test or Grades K-12 Superior product/performance with a score of at or above 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators.
- c) Creativity – a score at the 90th percentile or above on a total battery score of a standardized test of creativity, or 90th percentile or above on a standardized creativity characteristics rating scale, or a portfolio rubric or Grades K-12 Superior product/performance with a score of at or above 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators.
- d) Motivation – a score at or above the 90th percentile on a standardized motivational characteristics rating scale or for Grades K-12 Superior product/performance with a score of at or above 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators or for grades 6-12, a grade point average (GPA) of 3.5 or higher, averaged over the previous two years, based on a 4.0 rating scale. GPA will be calculated from grades earned in the academic subjects of mathematics, science, language arts, English, social studies and full year world languages.

A rating scale can only be used in one area, so if used to evaluate motivation, a rating scale shall not be used to evaluate for creativity.

All teachers who complete rating scales must have training on the concept of creativity or 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.

FORMAL EVALUATION:

Group tests shall be administered by persons properly trained in standard administration procedures for such instruments. Mental Ability instruments that are designed to be administered individually must be administered by a qualified Psychological Examiner.

When a student's score is between 88th and 95th percentile on a mental ability test a second test will be administered. Other than this exception, which requires retesting, professional judgment should be used regarding additional testing of students. Repeated mental ability testing is not encouraged, though certain factors may be considered as warranting re-testing:

- Illness during initial testing
- Medical intervention
- Recommendation of a school counselor based on socioeconomic changes or changes in the family unit (death, divorce)

The Putnam County Charter School System uses a battery of assessments that may include the CogAT, Binet V (children younger than 6 years old or older than 17 years old), Wechsler Preschool and Primary Scale of Intelligence™ - Third Edition, (WPPSI™ - III) WISC IV, ITBS, Woodcock-Johnson III, Wechsler Individual Achievement 2nd-edition, WIAT-11, Hawthorne-GES III, Torrance Test of Creative Thinking, Gifted Rating Scale, Torrance-Scholastic: Thinking Creatively w/Sounds and Words.

ELIGIBILITY COMMITTEE:

The eligibility committee consists of at least three faculty members, which include a counselor or administrator, a classroom teacher, and the gifted coordinator. The eligibility committee will meet on site following student evaluation. The eligibility committee shall make one of the following decisions:

- The student is determined eligible for gifted program placement.
- The data does not support gifted program placement. The student may be referred again at a later date.
- The data collected is insufficient to make a decision regarding eligibility. The referring person may be asked to gather more data, or additional assessment may be requested. The Eligibility Committee shall maintain minutes of each student's eligibility meeting.

GIFTED PROGRAM PLACEMENT:

A student determined to be eligible for gifted program services shall not be placed in the program for gifted learners until written parental permission is received. The gifted coordinator shall notify the parent or guardian in writing, in the student's home language, of the student's eligibility, and will secure parental permission to place prior to the beginning of gifted program services. Parents shall be provided with a description of services and a copy of the continuation policy along with the notice for parental permission to place. Documentation of the

dissemination of this information shall be noted in the student's file. All information will be provided in the student's home language and an interpreter will be utilized for parent conferences as needed.

DELIVERY MODELS:

Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the following Georgia Department of Education (GaDOE) approved models. Local Education Agencies (LEA) shall make available to the public and the GaDOE a description of the differentiated curricula and delivery models used for instruction of gifted students. In forming classes, please keep in mind that Federal law prohibits discrimination on the basis of race, religion, national origin, sex, disabilities, and economic background.

A differentiated curriculum is defined as courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students. In the delivery models described below, the instruction must be based on the Georgia curriculum standards. These regulations also describe the requirements that must be met in order to count the instructional segments provided by any of these models at the gifted weight in full time equivalency (FTE) reporting.

Direct Services

Resource Class (K-12)

1. All students must have been identified as gifted by GaDOE criteria.
2. The curriculum must have an academic content foundation based on the Georgia curriculum standards, but it should focus on interdisciplinary enrichment activities and not any one content area.
3. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level.
4. Gifted students may receive no more than 10 gifted FTE segments per week of resource class service.

Advanced Content (K-12)

1. Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages).
2. The district elects to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The Putnam County School System has established criteria for placing other students in the advanced content classes.
3. The local board of education will maintain a description of the course curriculum which very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level.
4. Identified gifted students in the advanced content course may be counted at the gifted FTE weight. Students who are not identified as gifted must be counted at the regular education FTE weight.

5. In grades K-5, gifted students may receive no more than two gifted FTE segments per day of advance content service in the same content area.
6. Gifted FTE segment(s) may not be earned in the K-5 advanced content service model, if a gifted student is already receiving a cluster or collaborative gifted FTE segment in the same content area. **For example, a student could not earn a gifted FTE segment in advance content mathematics and earn a gifted FTE segment in the cluster or collaboration model in mathematics.**

Advanced Content Classes: Advanced Placement (AP) College Courses (9-12) and International Baccalaureate Courses (IB): College and Diploma Courses (11-12)

1. Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages).
2. The district elects to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area.
3. The local board of education will maintain a description of the course curriculum which is based on the College Board or the International Baccalaureate Organization (IBO) framework. These frameworks very clearly show how the AP and/or IB advanced course content, teaching strategies, pacing, process skills and assessments differ from the courses more typical for students at that grade level.
4. The total class size specified by the SBOE is 21 at the high school level.
5. In order to count the gifted students in AP (grades 9 – 12) and IB (grades 11 and 12) classes at the gifted FTE weight, the teacher must have the following qualifications:

Advanced Placement (AP) Courses:

- (i) Appropriate content area GaPSC approved certification in the specific content area;
- (ii) Appropriate training by the College Board in that specific AP course and must have completed a 10 clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students; **or**
- (iii) The teacher has a current GaPSC issued gifted endorsement.

Gifted Honors Courses:

- (i) The teacher must have the appropriate content area Georgia Professional Standards Commission approved certificate in the specific honors course.
- (ii) The teacher has a current GaPSC issued gifted endorsement.

Cluster Grouping (K-12)

Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level.

1. The regular classroom teacher must have a current GaPSC approved gifted endorsement.
2. A maximum of two gifted FTE segments per day may be counted at the gifted weight. The teacher must document the curriculum modifications made for the gifted student(s) by completing individual or group contracts which include the following requirements:
 - a. A description of the course curriculum which is based on Georgia standards that very clearly show how the advanced course content, teaching strategies, pacing, process skills and assessments differ from courses more typical for student(s) at that grade level.

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

c. Dates and amount of time (in segments) the student(s) will be engaged in the higher-level activities; and

d. The means by which the gifted student or student's learning will be evaluated (e.g., formative and summative assessments).

Indirect Services

Collaborative Teaching (K-12)

A maximum of eight identified gifted students are placed as a group into an otherwise heterogeneous classroom. Direct instruction is provided by the students' regular classroom teacher who collaborates with a designated gifted teacher. There must be substantial, regularly scheduled collaborative planning between the regular classroom teacher and the gifted teacher. The following requirements must be met to earn at the gifted FTE weight:

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

2. The gifted teacher, the regular classroom teacher, and the gifted student(s) (when appropriate) collaborate and document the development of differentiated instructional strategies, Georgia standards based curriculum, and evaluations practices.

3. The collaborating regular classroom teacher and gifted teacher must be provided adequate planning time which must be documented and approved by the LEA. In CPI, the regular education teacher is the teacher of record and the gifted program teacher is recorded in the consultative subject code.

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

5. The total number of gifted students whose instruction may be modified through this collaborative approach may not exceed eight per class. For example, if the gifted program teacher is working with three classroom teachers during the first period of the school day, there may be no more than 24 gifted students (for whom curriculum is being differentiated divided among the three classes).

6. Instructional segments that have been modified for gifted learners may be counted at the gifted FTE weight if the gifted education teacher, and regular education teacher document the curriculum modifications made for the gifted students in the following way:

a. separate lesson plans which show the reason(s) why any student whose instruction is counted at the gifted FTE weight needs an advanced curriculum in that particular content area (e.g., National norm reference tests and/or benchmark tests,);

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

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

Internship/Mentorship (9-12)

A gifted student works with a mentor to explore a profession of interest. The gifted program internship teacher assigned to supervise the internship/mentorship program maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals which are based on the approved Georgia standards based curriculum. One or two instructional segments per day may be counted at the gifted FTE weight for students participating in the gifted internship/mentorship program. Each internship/mentorship student must have a contract which document the work to be done, the learning goals for the gifted student, the dates and amount of time the student will be participating in the internship/mentorship, the means by which the gifted students learning will be evaluated, and the responsibilities of the gifted program internship teacher and the mentor. To ensure adequate time for the gifted program internship teacher to monitor and assist gifted students participating in internships/ mentorships, he/she must be given one full period each day or its weekly equivalent during which he/she has only gifted education internship/mentorship responsibilities (as determined by the local system) for every 15 gifted students for whom he/she is supervising the internship/mentorship experience.

Approved Innovative Models

The GaDOE encourages the development of innovative programs for gifted students which are clearly in accordance with the needs of the gifted learners and the philosophy of the district. If a school district desires to implement a gifted program delivery model other than one of the models described above, the district must submit a description of that plan to the Gifted Education Specialist at the GaDOE. The plan must clearly describe the rationale for the special model, the goals and objectives for the program, the advanced nature of the curriculum which will be provided to gifted learners, how the model's effectiveness will be evaluated, how gifted FTE funding will be generated and documented, and the anticipated fiscal impact of the model (i.e., how many FTEs will be generated). All innovative models should be turned in at the district level for approval prior to sending to the state for approval.

PLACEMENT IN ADVANCED CLASSES:

All Putnam County Charter School System students who are not identified as gifted-eligible but who demonstrate exceptional ability, achievement, motivation, or interest in a particular content area may be included in enrichment classes, advanced content classes, Honors Classes, AP Courses based upon school-level criteria and guidelines. Students who have been identified as meeting criteria for placement in the program for gifted learners are automatically eligible for placement in such classes.

CONTINUATION POLICY:

A copy of the continuation policy shall be provided to parents at the time of placement and at each annual review.

A. Continuation K-12

Continued placement in the program for gifted learners shall be based on satisfactory performance in both regular education classes and gifted program classes. The following criteria for continuation in the gifted program are required:

1. Grades K – 5

Satisfactory performance in the gifted program shall be determined per individual student based on student needs and ability. Program continuation shall be determined at the time of annual review or at a time deemed necessary by the eligibility committee. Taken into consideration for continuation shall be the student's needs, active participation, satisfactory task performance, regular attendance, grades, other achievement data, teacher of the gifted recommendation, and regular education teacher recommendation. Should continuation of program services be in question, a probationary period of one grading period shall be established. At the conclusion of the probationary period, a review will be held to determine whether program services should continue. Termination of gifted program participation occurs when terms of the probation are not met or if continuation criteria are not met. A student who has been terminated may reenter the program for gifted learners upon successful completion of one grading period following termination.

2. Grades 6-8

Satisfactory performance for continuation in the program for gifted learners is determined by the achievement of an overall 3.0 grade point average each grading period in the academic areas of Language Arts, Mathematics, Science, and Social Studies. Grade point average is determined by using the following point system:

A = 4 points B = 3 points C = 2 points F = 0 points

In addition, the student must maintain a minimum grade of 75 in any content specific class led by a gifted instructor. Failing to meet these criteria will result in the student being placed on probation. The students will be on probation either for the class or the program if the two criteria are not met. A meeting will be held with the gifted program teacher, the parent, and the child for the purpose of examining performance, establishing goals for improvement, and developing a plan for support and improvement. At the end of the next grading period, if continuation criteria are not met, the student will be suspended from the program for the remainder of the school year, unless the student has an overall 3.0 grade point average. That student who maintained the 3.0 overall will then only be removed from the specific class where he or she did not maintain the 75 average.

A student who has been suspended from the program may reenter the following year if the overall academic average for the year in which he/she was suspended is at or above the 3.0 GPA level.

Continued placement in an Advanced Content Classes is determined by satisfactory performance in the class, with a minimum average of 75 at the close of each grading period. The gifted program instructor, a member of the administrative team, and the parent will review the student's performance at the end of the first grading period and evaluate progress at the close of each semester in order to determine if continuation is appropriate. If the team determines that academic performance has been unsatisfactory and the student fails to meet the minimum average for continuation, the student will be terminated from participation in Advanced Classes. If the student is withdrawn from active participation in the middle school Advanced Classes, he/she may not reenter the class during the school year.

3. Grades: 9-12

Honors classes provide differentiation in all grades for gifted students. Grade 9 Honors English, World History, Biology and Accelerated Math I are offered while in Grade 10 Honors English, World History and Accelerated Math II are utilized. In the 11th grade Honors American Literature and Honors Physics are offered while in Grade 12 Honors Economics is offered. These classes, scheduled in compliance with the Georgia Performance standards for each grade level are preparatory to Advanced Placement courses for students in grades 11-12. Students are served by gifted certified teachers for a minimum of five segments per week.

Advanced placement education services (AP classes) also provide a minimum of five segments per week in differentiation for gifted students through acceleration. Advanced placement courses, offered through the College Board, allow students to complete college-level courses while in secondary school. Identified gifted students may be approved for advanced placement studies in one or more academic content areas.

High School gifted students must maintain an overall 3.0 grade point average or higher at the end of each year for continued eligibility as a gifted student. If student fails to maintain the 3.0 grade point average at the end of the year, student will be notified they are on probation for one semester. Following the one semester, students who continue to not have the 3.0 grade point average after the one semester on probation, will no longer be coded as a student with gifted eligibility.

ANNUAL REVIEWS:

Gifted education teachers shall review the progress of students enrolled in the gifted program. For the 2014-2015 school year all meetings will be held using our SEMS tracker system. All reviews will need to be printed and placed in each student folder.

GIFTED RECORDS:

Gifted Records are maintained at the local school sites and should be requested separately from other school records when students are withdrawing or transferring. Data clerks are asked to send records in a timely manner as not to interrupt the educational process of the gifted student when transferring to another school.

DATA COLLECTION:

The district will collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students actually served during the year. This data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students. Reports will be collected from each school at the end of each school year and maintained at the central office.

The LEA shall evaluate its gifted program at least every three years using criteria established by the GaDOE.

PARENTAL INVOLVEMENT:

Throughout the year, parents are provided opportunities to participate in class projects, class trips, and activities. They are also invited to parent meetings to discuss gifted services. Parents are invited to TIPS nights or parent meetings where they can go to the classroom and participate in various activities related to gifted curriculum. Teachers will maintain sign-in sheets for all parental involvement activities and turned in at the end of the year to the district coordinator.

RECIPROCITY:

Any student who meets the State of Georgia eligibility criteria for placement in a program for gifted learners from any school system within the State of Georgia shall be eligible for placement in the Putnam County program for gifted learners. The school gifted program coordinator shall procure all official documents from the previous system that verify the student's placement. To continue to receive services, all identified students must meet the continuation criteria for Putnam County. Students transferring to Putnam County from another state must establish eligibility based on criteria set by the State of Georgia before services can be provided.