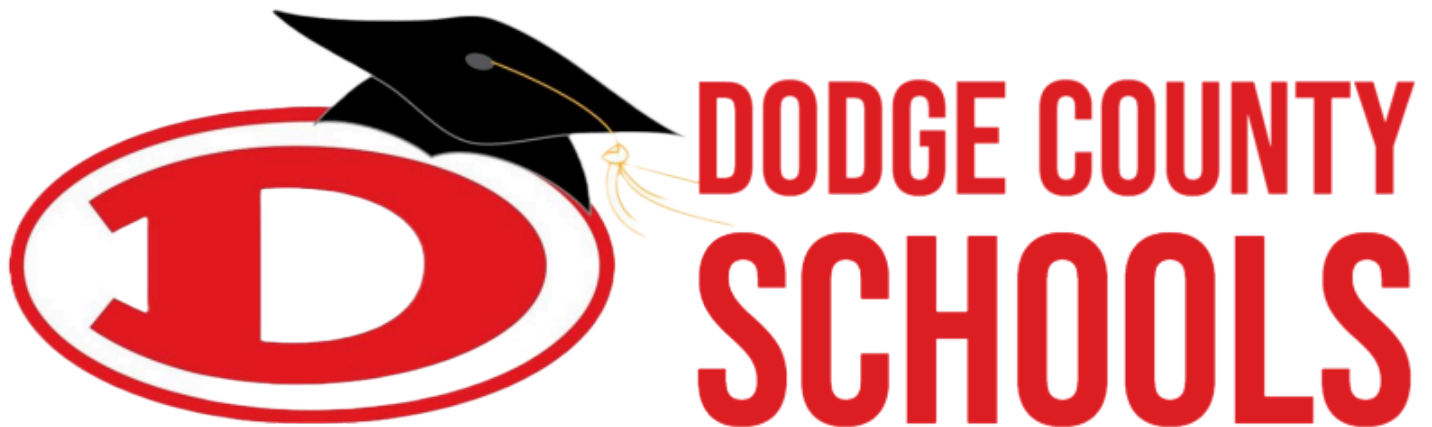

Gifted Policy and Procedures Manual



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It is the policy of the Dodge County School System not to discriminate on the basis of race, color, sex, religions, national origin, age, or disability in the employment, practice, educational program or any other program, activity, or service.

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Board Policy Descriptor Code: IDDD; Adopted 08/10/2009
Gifted Student Programs

DEFINITIONS

1. **Gifted Student** – A student who demonstrates a high degree of intellectual, and/or creative ability/abilities, 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.
2. **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.
3. **Qualified Evaluators** – Individuals with expertise in relevant fields. Anyone who evaluates student products/performances for the purpose of determining gifted program eligibility must have demonstrated expertise and experience in the specific content area. Local school systems are responsible for training evaluators of student products/performances in the application of adopted observations/evaluation instruments in a culturally sensitive manner. A list of qualified evaluators, the evaluation guidelines, and documentation of training procedures will be maintained by the local board of education.

REQUIREMENTS

A. NOTICE

The Dodge County School System shall notify parents and guardians in writing of identified students being considered to receive gifted education services. The Dodge County School System shall provide parents and guardians in writing information related to the gifted education program including, but not limited to the following:

1. The gifted education program operated by the Dodge County School System referral procedures and eligibility requirements;
2. Notification of initial consideration of a student for gifted services;
3. Evaluation guidelines and documentation of training procedures utilized and maintained by the Dodge County Board of Education;
4. The student's eligibility status after evaluation, at which time the parents or guardians shall be afforded an opportunity for a conference to discuss student eligibility criteria and placement;
5. The student's scores after testing is completed (Form 1G) shall be hand delivered or mailed to the parents/guardians of any student tested for gifted services.

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6. 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;
 7. The performance standards the student shall meet to maintain their eligibility and receive continued services in the program;
 8. A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description shall include the length of the probationary period and the criteria; and
 9. Notice of termination of services when students on probation have failed to meet criteria for continuation of services.

B. REFERRAL

1. **Reported Referral:** Teachers, counselors, administrators, parents or guardians, peers, self, and/or other individuals with knowledge of the student's abilities may refer a student for consideration for educational services for the gifted.
2. **Automatic Referral:** Students who score at specified levels on a norm-referenced test shall be considered for further assessment to determine eligibility for gifted program services. The Dodge County Board of Education has established the following scores on norm-referenced tests as the criteria for automatic referral:
 - a. Complete battery score at or above the 90th percentile, or
 - b. Math total score at or above the 90th percentile, or
 - c. Reading total score at or above the 90th percentile.

C. CONSENT

Parents or guardians must give written consent for testing of a student who is being considered for gifted education services. Written consent from parents or guardians is also necessary before students who are determined to be eligible for gifted education services can receive these services.

D. ELIGIBILITY

Students will be evaluated in four data categories: mental ability, achievement, creativity, and motivation. Students will be evaluated using instruments and qualifying scores as described by the State Board of Education Policy 160-4-2-.38 Education Program for Gifted Students.

1. To be eligible for gifted education services, a student must:
 - (a) Score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3 – 12) on the composite for full scale score of a norm referenced test of mental ability and meet one of the achievement criteria described in paragraph (2)(d)5.(ii) Achievement, or (b)

qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following 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 either has observational data collected on his or her performance or produce a superior product as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.
3. Any test score used to establish eligibility shall be current within two calendar years.
4. Data regarding a student's eligibility that was gathered and analyzed by a source outside the school system may be considered. However, this outside data shall **not** be substituted for or take precedence over data the school generates during the testing/evaluation process. External evaluations shall have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background.
5. Any data used in one area to establish a student's eligibility shall not be used in any other data category.
6. Data shall be used for eligibility in the four areas according to the following:
 - a. **Mental Ability.** Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score, as defined in the GaDOE *Resource Manual for Gifted Education Services*, on a norm-referenced test of mental ability.
 - I. Mental ability tests shall be the most current editions, or editions approved by the Georgia Department of Education, 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, sex, disabilities, and economic background within a 10-year period prior to administration.
 - II. Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.
 - b. **Achievement.** Students shall 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.
 - I. Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by the Georgia Department

of Education, that measure reading skills, including comprehension, and shall yield a total reading score and/or total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall 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.

II. Performances and products shall be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.

c. **Creativity.** Students shall 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 performance.

I. Norm-referenced tests of creative thinking shall be the most current editions of the tests, or editions approved by the Georgia Department of Education, that provide scores of fluency, originality, and elaboration. These tests shall 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.

II. Rating scales used to qualify creativity shall differentiate levels such as judgments may equate to the 90th percentile. *If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.*

III. 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 shall be reviewed by a panel of qualified evaluators.

D. MOTIVATION.

Students shall 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 (GPS) of at least 3.5 on a 4.0 scale where 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 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.

- i. Rating scales used to qualify student motivation shall differentiate levels such as judgments may equate to the 90th percentile. *If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.*
- ii. 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 shall be reviewed by a panel of qualified evaluators.
- iii. GPAs or NGAs 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 languages, if such language study is included in the student's records.

Continued Participation.

The Local Board of Education shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The Local Education Agency shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the Local Board of Education continuation policy and stated in the continuation policy.

Dodge County Board of Education Continuation Policy

Any student receiving gifted education services must maintain the following academic performance:

DCHS/DCMS: A semester average of 85 and above in gifted education classes in which the student receives gifted services. 85 includes the quality points that are earned for being in the class.
DCES/DCPS: A semester average of 85 and above in gifted education classes in which the student receives gifted services. 85 includes the quality points that are earned for being in the class.

Students who do not meet the above requirements shall be placed on probation for one semester. After a final review, if the student fails to meet the requirements the following semester, the student will be withdrawn from the program. Like all education programs,

interventions will be developed and used in hopes of raising the grade point average.

Parents or guardians shall be notified in writing of such decision.

Students who are receiving gifted services at the time of transition from fifth grade to the sixth grade or the transition from eighth grade to ninth grade shall be given an additional semester to adjust to the transition from elementary to middle school or middle school to high school.

E. RECIPROCITY

Any student who meet the initial eligibility criteria in this rule for gifted education services in one Local Education Agency shall be considered eligible to receive gifted education services in any LEA within the state. As described in the section on Reciprocity in the GaDOE *Resource Manual for Gifted Education Services*, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services established by the Local Board of Education of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. Seq.

F. CURRICULUM AND SERVICES TO BE PROVIDED

The Dodge County Board of Education shall develop curricula for gifted students that incorporate Georgia Board of Education approved curriculum. The Dodge County Board of Education curricula for gifted students 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, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education. The Dodge County Board of Education shall make available to the public upon request and the Georgia Department of Education a description of the differentiated curricula used for instruction of gifted students. The Dodge County Board of Education shall review and revise, if revisions are needed, its curricula for gifted students at least annually.

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 an approved service delivery model.

G. DATA COLLECTION

The Dodge County Board of Education shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted services, the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.

The Dodge County Board of Education shall evaluate its gifted program at least every

three years using criteria established by the Georgia Department of Education.

The Dodge County Board of Education shall make available for review by the public and the Georgia Department of Education a copy of its administrative procedures for the operation of its gifted education program and the Dodge County Board of Education's gifted education curricula.

Authority O.C.G.A. § 20-2-151; 20-2-152; 20-2-161.

GOVERNANCE

The administration of educational services for the gifted within the Dodge County Schools is determined by the school superintendent and the local board of education and is reflected herein the *Dodge County Schools' Gifted Education Administration Manual*. The identification of gifted students and the administration of educational services for such students is the responsibility of the Director of Curriculum and Instruction.

PHILOSOPHY STATEMENT

Believing that the democratic way of life contributes the most benefit and happiness to members of society generally, the school as an agency of society should then be dedicated to the development, improvement, and preservation of all democratic ideals. All individuals should be given an equal opportunity to develop to the greatest possible extent their capacities for happy, useful, successful lives.

In line with this general statement the theme of the educational program for the Dodge County School System, the Board of Education shares the belief that free education should be provided to all children and youth until they have completed a curriculum appropriate to their needs and abilities.

PROGRAM GOALS AND OBJECTIVES

In accordance with this philosophy, the following program goals and objectives have been adopted in order to identify and serve the gifted students of Dodge County.

A. To help teachers, administrators, and parents identify gifted students and understand their unique abilities, needs, and preferences. This goal will be accomplished by providing:

1. Staff development for school personnel and meetings or conferences with parents to increase recognition of the characteristics of gifted students' natures and needs.
2. Routine review of scores from group achievement tests at each school, with additional testing when indicated.
3. Appropriate materials for assessment of students' abilities, interests, and needs.
4. Regular communication among classroom teachers, parents, counselors, principals, and teachers of gifted students, and to facilitate evaluations of the students' needs.

B. To design and implement differentiated instructional experiences in the school and the community. This goal will be accomplished by providing:

1. Opportunities for classroom teachers, students, parents, and others to plan and develop appropriate educational experiences.
2. Appropriate materials and resources for individual students.
3. A variety of teaching strategies to be used by classroom teachers and gifted teachers in order to encourage higher levels of thinking, creativity, and independent learning.
4. Enrichment and/or academically accelerated materials that may include multi-media, multi-level, interdisciplinary approaches to learning.
5. Access to a wide variety of community resources.
6. Activities that develop independent learning skills.
7. Open-ended activities which encourage students to acquire and apply knowledge through purposeful investigation.

C. To develop in gifted students an accurate and increasing awareness of themselves, Their abilities, and their value to society. This goal will be accomplished by providing:

1. Activities and guidance that encourage positive development of gifted students' self-concepts and an understanding of their needs.
2. Activities and guidance that help students understand their abilities and their potential for contributions to society.
3. Experiences in school that foster interaction and cooperation with students of both similar and different abilities.
4. Opportunities for gifted students to discover and explore new interests and aptitudes.

LEARNING OBJECTIVES

In accordance with the philosophy and program goals, the following learning objectives have been adopted:

Gifted students will develop advanced research skills and methods. Curriculum for gifted students should allow for the in-depth learning of self-selected topics within the area of study.

Rationale: Gifted learners possess an extensive knowledge base, learn at an accelerated pace, and are capable of advanced levels of comprehension. In addition, many gifted students are highly curious and intrinsically motivated, especially to pursue topics that interest them. As compared to their age-peers, gifted learners tend to have longer attention spans, exhibit a stronger need to know, and can follow through with assignments. If gifted students are to benefit fully from these abilities, the gifted program must emphasize the development of skills that

enable them to become effective as independent learners.

Because of the advanced nature of their abilities and interests, gifted students need to learn how to access advanced-level reference materials, including a variety of print and non-print references and information retrieval systems. They need learning tasks that allow them to explore personal interests through guided research, independent study and community involvement. In order to conduct authentic research, students need instruction and guidance in learning to ask the right kinds of questions by looking at techniques used by experts in the specific field. They need instruction in the development of a written plan of research (with emphasis on how one gathers, categorizes, analyzes, and evaluates information in particular fields); assistance in evaluating their own work; and in considering implications for future research.

Gifted students will develop and practice critical thinking and creative problem-solving skills with a variety of complex topics within the area of study in order to be generators of ideas and products original to the students.

Rationale: Gifted learners have the ability to generate original ideas and solutions, and they characteristically see diverse and unusual relationships. Their instruction must allow opportunities to further develop and apply these skills in meaningful situations. Because gifted individuals often exhibit differentiated patterns of thought processing (e.g., divergent thinking, sensing consequences, and making generalizations), a curricular need is to be able to explore alternatives and consequences of those choices, and to draw and test generalizations. The original thoughts and ideas often expressed by gifted students may in some settings be perceived by others as odd or off-task. This results in the inhibition of creative thinking. The gifted program must provide an environment in which students feel free and safe to stretch beyond the “right” answer that comes so easily for them. They should be encouraged to take risks and to experiment so that creativity can be developed.

Gifted students will develop and practice critical thinking and logical problem-solving skills in the pertinent academic areas.

Rationale: It takes less time for gifted students to learn new material and master new skills. One strategy for differentiating instruction for gifted students is to structure lessons and units in such a way that capable students spend a larger proportion of their time on higher order thinking, using the content they have mastered to further develop their understanding of the concepts and practice the skills of critical thinking.

Gifted students will develop advanced communication skills. Curriculum for gifted students should encourage the use of new techniques, materials, and formats in the development of products that will be shared with real audiences.

Rationale: It is important to remember that throughout history we have recognized “giftedness” in individuals because of the impact they have made on other individuals and society at large

through their products, whether the area of giftedness is art, science, leadership, literature, etc. Feedback from real audiences provides gifted learners with a chance to further improve their communication skills. Internal motivation develops when students pursue ever-increasing levels of excellence in their final products and receive confirmation from real audiences that others value their intellectual and academic talents.

Gifted students will develop an understanding of self and how their unique characteristics may influence interactions with others. Curriculum activities and delivery models used in gifted programming should (a) be sensitive to the unique social and emotional needs of gifted students and (b) encourage the development of self-understanding, i.e., appreciating likenesses and differences between oneself and others, and recognizing and using one's abilities.

Rationale: Many gifted children experience difficulty in accepting some aspects of their giftedness. Their heightened self-awareness, accomplished by feelings of being different, can result in low self-esteem and inhibited growth emotionally and socially. Consequently, there is a need to provide gifted students with the time for interaction with other gifted students, reflection, and discussion for the purpose of self-understanding. A strong aptitude for solving problems allows gifted students to deal effectively with these concerns when given the opportunity and guidance needed. This type of involvement can also help provide students with a foundation for leadership development.

The content for all gifted education curricula should be advanced for that grade level. Even when the Resource Model is used and the emphasis is on enrichment, as opposed to the delivery of core content, the subject matter should be advanced. In all delivery models that advanced content should be related to broad-based issues, themes, and problems.

Rationale: Two of the most distinguishing characteristics of gifted students are how quickly they learn and how easily they are bored if not challenged. As compared to their age-peers, gifted children tend to learn more rapidly; they tend to remember more; and they tend to think more deeply about what they learn. The gifted children often grasp complex and abstract concepts and relationships that normally are learned at an older age. Therefore, one of the basic tenets of gifted education is that the pace and complexity of the curriculum must be adjusted to match the gifted child's learning ability. Consequently, the content differentiation for gifted learners should include the modification of the rate of learning. Opportunities to move through core curriculum material at an appropriate rate and to then be engaged with novel, advanced materials, are essential if we are to sustain the motivation and eagerness with which gifted students approach learning in the early years.

Student achievement should be evaluated by using appropriate and specific criteria based on the higher expectations we use for most capable students. Evaluation methods should include teachers, self, and collaborative evaluation.

Rationale: Research with gifted students consistently shows that traditional grading practices do

not motivate them to learn and, in fact, may hinder performance. Gifted children take into consideration the fact that standards for success or failure are set up by someone other than themselves; the result is often lowered commitment to the required task. When the focus is on grades (the outcomes) rather than on learning (the process), many gifted students learn short cuts to receiving award for their work. An evaluation system that focuses primarily on student/teacher conferencing, verbal feedback from teachers and peers, and self-critiques allows gifted learners to make use of their analytical abilities and their desire to take risks, moving beyond the minimal effort required for good grades.

DIRECT SERVICES

Direct services to identify gifted students by certified gifted education teachers are provided primarily through Advanced Content Classes (1 – 12). However, when classroom teachers are certified in gifted education, a Cluster Grouping (1 – 12) model may be utilized. Students enrolled in any model spend a minimum of five (FTE) segments per week in gifted education services. Other models (described in *Gifted Education Administrative Manual/Section IV*) may be utilized on a case-by-case basis and developed through an individualized Gifted Education Plan.

OPERATION

PERSONNEL

Personnel working as full-time teachers of the gifted hold professional certificates with add-on endorsement/certification in the area of gifted education **or** are currently enrolled in an approved *Gifted In-Field Endorsement* program.

GIFTED EDUCATION TEACHER DUTIES AND RESPONSIBILITIES

It is the responsibility of the gifted education teacher to:

- Implement the school system’s Gifted Education Administration Procedures, which include a comprehensive Talent Search to facilitate the identification and placement of gifted students.
- Serve as a qualified member of a Review Team at the system level if needed.
- Serve as a qualified evaluator on area Eligibility Team if needed.
- Provide appropriate, differentiated instruction to gifted students, with emphasis on the development of skills indicated by grade level in the curriculum guide.
- Integrate technology as a tool of instruction.
- Locate skilled or knowledgeable individuals to serve as resource mentors for gifted students with special interests.
- Provide an outlet for the expression of gifted students’ talents and/or interests, the result of which should be “products” or “culminating activities.”
- Evaluate gifted students’ progress and communicate such to parents/guardians.
- Develop curricular materials based on the special interests and needs of gifted students.

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- Serve as a resource person to classroom teachers, providing suggestions and/or materials as needed to appropriately modify instruction for gifted/talented students.
 - Conduct in-service meetings for faculty, parents, and others on the characteristics and special needs of gifted students, as well as, the goals of the Dodge County Gifted Education services.
 - Communicate to the faculty, parents, community, and others the projects and activities in which gifted students are involved and awards received when applicable.

INSTRUCTIONAL MATERIALS

Quality textbooks, supplemental materials, technology, and equipment are available to meet the gifted students' needs for a differentiated curriculum.

PUBLIC NOTICE

General information regarding the gifted program and referral procedures is contained in schools' student handbooks, accessible via the school system's website on the Internet (<http://www.dodge.k12.ga.us/home.aspx>) under Gifted Education, and available in print upon request.

OTHER PROVISIONS

Funding at the gifted weight is earned for all identified gifted students who receive gifted education services as authorized by O.C.G.A., 20-2-161 QBE Funding Formula.

Class Size – Source Code: IEC 160-5-1-.08 – Class Size, O.C.G.A. & 20-2-2444 (H). Gifted Education class sizes are established by the State Board of Education. The current funding ratio for gifted education is 12.

Under O.C.G.A. § 20-2-80 and SBOE Rule 160-5-1-.33 and as part of Dodge County School's Strategic Waiver Contract, The Dodge County School District was granted flexibility in class- size and reporting requirements (O.C.G.A. § 20-2-180) and Gifted Education Program (SBOE Rule 160-4-2-.38). The Dodge County School's Strategic Waiver Contract was approved by the State Board of Education on December 10, 2015.

IDENTIFICATION PROCEDURES

Formal identification of students begins as early as Kindergarten and continues through grade 11. In order to identify all students in need of instructional modifications and/or special services, a comprehensive *Talent Search* is conducted annually and includes the following:

Automatic Referrals- who score at specified levels on a norm-referenced test shall be considered for further assessment to determine eligibility for gifted program services. If the

student **exceeds standards** in Total Reading, Total Math, or Total Battery, the student is automatically referred to a Review Team. **NOTE:** Automatic referral is not an automatic evaluation, only automatic review of student data to determine if further evaluation is needed. Since norm-referenced test results are valid for two years, a student's score may be used to submit an automatic referral the year after initial testing if three of the four categories are not met in the initial year.

Reported Referral- A student is referred for consideration by teachers, counselors, administrators, parents/guardians, peers, self, or others with knowledge of the student's academic abilities. Parents/guardians may request a referral form from the gifted teacher at their child's school.

Review Teams consider available data for all referrals generated by the *Talent Search*. Determination of need is made as follows (See Appendix for *Suggested Guidelines*):

1. No special services (including further evaluation or instructional modifications) are recommended at this time.
2. Instructional modifications are recommended, but student is not referred for further evaluation or consideration at this time. Suggested modifications are provided to the student's classroom teacher(s).

NOTE: Parents **are not** notified when students are reviewed by Review Teams for consideration of need. However, if consideration resulted from a parent/guardian referral and it is determined by the Review Team that no further evaluation or referral is needed, this decision is communicated to the parent/guardian in writing (Form 7G).

3. Student is referred to the Gifted Education Teacher. Regular referral procedures continue. Parents of students referred to the Gifted Education Teacher for consideration or evaluation are notified by mail and offered the opportunity for a conference to discuss the reason for the referral; if needed, signed consent to evaluate is obtained (Form 4G).

EVALUATION PROCEDURES

In compliance with Georgia Department of Education Rule 160-4-2-.38, evaluation data for all students referred is gathered in four areas: Mental Ability, Achievement, Creativity, and Motivation. Data gathered and analyzed by a source outside the school system is considered; however, such data cannot be substituted for data gathered by the school system for eligibility purposes.

ELIGIBILITY DETERMINATION

Eligibility Teams review all student evaluation data to make eligibility decisions, while complying with Georgia Department of Education Rule 160-4-2-.38. Following an evaluation and eligibility determination, parents are notified (Form 7G) and offered the opportunity for a conference to discuss/review the evaluation results. Appeals of eligibility team decisions may be directed to the Director of Curriculum & Instruction.

Parents of students who are **eligible** for services are notified (Form 7G) and invited to attend a Placement Meeting to review evaluation results, develop an *Individualized Gifted Education Plan*, determine appropriate *Service Delivery Options*, and obtain written consent for placement (Form 8G). Included in the plan are specific learner objectives, teaching methods to be used, and the amount of time to be spent in gifted education services expressed in FTE segments. Additional information, including a *Program Description*, the *Continuation of Services Policy*, and the *Make-up Work Policy*, is available for parent review. Parents and guardians are given copies of their child's *Eligibility Report* (Form 1G) and the *Individualized Gifted Education Plan* (Form 8G).

Parent of students who are **not eligible** for services are notified in writing (Form 7G) and a copy of the student's evaluation scores are mailed to the parents/guardians. Suggested instructional modifications are included in this notification and provided to the classroom teacher.

ELIGIBILITY OF TRANSFER STUDENTS

Eligibility of transfer students into the Dodge County School System is determined as follows:

1. Students transferring from a public school system *within Georgia*, who have been identified as gifted per state eligibility criteria, are eligible for services without further evaluation provided adequate documentation of eligibility is available and/or verifiable and the student meets local continuation criteria. (The building principal may sign off on eligibility for students placed and served through in-state reciprocity. An *Eligibility Report* (Form 1G) must be completed and forwarded to the Director of Curriculum and Instruction. A placement meeting is scheduled to obtain consent for placement (Form 8G) and to determine appropriate service delivery options.
2. Students transferring from an *out of state* school system, who have been identified as gifted, are referred to the Gifted Education teacher for consideration as soon as records are available. Regular referral procedures are followed to determine the need for evaluation and/or eligibility for service per Georgia guidelines and regulations.
3. Georgia Board of Education and the Dodge County Board of Education acknowledges reciprocity between states for any student who is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. Seq.

ADVANCED CONTENT AND ACCELERATED COURSES

Students may qualify for accelerated courses, even if he/she is ineligible for gifted services. These courses may be the same courses that gifted students are enrolled in. Although the student is not eligible for gifted services, quality points are earned in the enrolled accelerated or advanced content courses.

To be eligible for these courses, students' achievement data will be evaluated and reviewed each year. If a student does not maintain the criteria in specific content areas at the end of a semester, he or she will be on probation for the following semester. Student may be removed if student does not meet criteria after probationary period.

To be eligible, students must meet three (3) of the listed areas.

Primary	Elementary	Middle/High
<p>Star Reading and Math Tests (BOTH score needs to be 1 grade level above actual grade level)</p> <p>Spring Benchmark for ELA and Math (scoring above 90% on each assessment)</p> <p>Upon entry of specific content area-90 GPA (without quality points) in content area; 90 GPA (with quality points) to remain in class</p> <p>Teacher Recommendation</p>	<p>Milestone scores of Proficient or Distinguished in specific content area with specific Lexile level set by the Gifted Teacher(ELA/SS)</p> <p>Upon entry of specific content area-90 GPA (without quality points) in content area; 90 GPA (with quality points) to remain in class</p> <p>Star Reading and Math Tests (BOTH score needs to be 1 grade level above actual grade level)</p> <p>Projected EOG score of 525 or more on DRC Beacon assessments for Reading and Math</p> <p>Teacher Recommendation</p>	<p>Milestone score of Proficient or Distinguished in specific content area.</p> <p>Upon entry of specific content area-90 GPA in content area; 85 GPA to remain in class</p> <p>(ELA)Lexile Level Minimum: 6th-850 or greater, 7th-900 or greater, 8th-1000 or greater, 9th-1025 or greater, 10th-1050 or greater, 11th-1301 or greater</p> <p>(Math) Minimum score set by the Gifted teacher</p> <p>Teacher recommendation</p>

