Glascock County A.C.E. Program

Accelerate, Create, Enrich

Gifted Education Manual

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2025-2026

Mission Statement

The Glascock County School System recognizes that among all students, there are gifted students who show potential for performing at exceptionally high levels compared to others of their age, experience, or environment. Such students exist within all ethnic, geographic, and socioeconomic groups and need differentiated instruction to achieve at levels commensurate with their abilities. The Glascock County School System will offer a gifted and talented program to students who share needs unique to this population. The school system will implement a thorough and inclusive referral and eligibility screening process. Differentiated instruction to serve the diverse needs of this population will be provided systemwide. The system believes that gifted and talented students must be challenged to the highest degree in a manner appropriate to each individual. Gifted students in this system are viewed as a unique population whose needs should be met rather than ignored. Resources and expert personnel shall be funded to serve this special-needs population. The system recognizes that, without properly differentiated instruction, gifted students can become at-risk students.

Georgia's gifted program remains an academic program. At the present time, the Glascock County School District's gifted program will work to identify students for the gifted program as outlined by the Georgia Department of Education (SBOE Rule 160-4-2-.38) and to serve those students identified as gifted under state guidelines.

Program Goals

- ✓ **Group Dynamics**

Students will participate in group activities to develop group-work skills, leadership skills, and communication skills.

- ✓ **Self-Directed and Life-Long Learning**

The program will foster independent, self-directed, lifelong learners. Students will pursue areas of interest using disciplined research methods to investigate topics in depth; analyze and synthesize ideas; and communicate findings effectively in writing and speaking. They will engage with advanced content, apply critical and creative thinking to real-world problems, set goals and reflect on progress, collaborate and lead when appropriate, and produce authentic, well-cited products for audiences beyond the classroom.

- ✓ **Community, School, and Society**

Students will understand their place in their school, in their community, and in society. They will appreciate cultural diversity and work toward eliminating discrimination and social inequalities. They will appreciate individual differences and know that every person has worth.

- ✓ **Critical Thinking Skills**

The program will promote problem solving skills through divergent and convergent problem-solving methods. To develop critical and higher order thinking skills students will receive instruction in comprehension, application, analysis, synthesis and evaluation skills, creativity, fluency, elaboration, originality, inductive and deductive reasoning, classifying, and sequencing.

- ✓ **Environment**

A safe, tolerant, non-critical, and caring environment will be created within the program to allow students to develop their own ideas and beliefs and to be comfortable with self-expression. This environment will allow students to explore the meaning of giftedness and work to ensure they embrace their giftedness.

- ✓ **Technology**

Gifted learners will use technology responsibly and strategically to locate, evaluate, synthesize, and communicate knowledge, applying ethical research practices to deepen inquiry in advanced content areas.

- ✓ **Quantitative and Verbal Skills**

The program develops advanced quantitative and verbal skills, tailored to each student's strengths and interests, so they can engage deeply and succeed across math, science, social studies, and language art and beyond school.

- ✓ **Georgia Standards of Excellence**

Curriculum used in all resource, advanced content, and collaborative classes will be correlated with the Georgia Standards of Excellence and Program Standards for Gifted Learners.

Diversity Statement

Glascock County recognizes the need for gifted program diversity, and the method of identification and types of tests reflect this. Establishing a baseline score in achievement, mental ability, and creativity that allows the student to be tested with a second test in each area achieves program diversity. For example,

In the area of mental ability, a student scoring in the 88th percentile on any part of the CogAT will be given another mental abilities test that specifically addresses the area in which the student scored the 88th percentile.

Students scoring in the 85th percentile on either the Iowa Assessment reading, math, or core total will be tested individually using the K-TEA II.

To address the creativity testing, students scoring in the 85th percentile on the TTCT will be given the Profile of Creative Abilities.

In grades K-5 teachers will complete the GES-IV on students. Students scoring in the 85th percentile on the GES-IV will have the scale completed by a teacher from the previous year. Also, in grades 6-12, students who have qualified in two other areas but not in motivation, will have the GES-IV completed by their current teachers.

Referral Procedures Addressing Diversity

A spreadsheet of all referrals is kept for each school year. Indicated on this sheet is the following information:

1. Name
2. Date of birth
3. Grade
4. Teacher
5. Gender
6. Socioeconomic status (paid, free, or reduced lunch)
7. Ethnic group
8. Type of referral

At the end of each school year percentages for each category of gender, ethnicity, and socioeconomic status in referrals is compared to percentages of each in total student population.

Gifted ID Procedures for Glascock County

REFERRAL FOR SERVICES

Reported Referrals

Parent, Teacher, Administrator, Self

Automatic Referrals

≥90th percentile i-Ready Diagnostic – reading, math
≥96th percentile CogAT component/composite

Transfer Student

Previously Identified

Number of Referrals

Limit – three screening

Referral Timeframe

Procedures	Time
Referrals	Spring Semester
Testing	Summer
Eligibility Determination	Summer
Parental Notification	Summer
Begin gifted services	Fall Semester
**Mid Year Referrals	**Case by Case Basis

SCREENING PERMISSION

IDENTIFICATION/SCREENING

Three of the following four criteria must be met by meeting one sub-criterion under each.
One must be with a qualifying standardized test score.

Ability	**Achievement**	***Creativity***	**Motivation**
CogAT	i-Ready	TTCT	GPA
NNAT 3	Iowa Assessment	GES -IV Creativity	GES - IV

Eligible	**Not eligible**

Final decisions will be made and parents notified.

Gifted Screening Procedures

Referral

Who can refer a student for gifted eligibility screening?

1. Teachers
2. Counselors
3. Administrators
4. Parents / guardians
5. The Student
6. Other individuals with knowledge of the student's abilities

Students who score at or above the 90th percentile on a nationally normed achievement test and/or 96th percentile on a nationally normed mental abilities test shall automatically be referred for determination of eligibility.

The GCSS' Gifted Education Manual, referral procedures, as well as eligibility criteria and process can be viewed at the gifted link on the Glascock County School's website.

Consent

Parents/guardians must give written consent prior to testing and prior to delivery of services to eligible students. (Students will be assessed in all four areas).

Eligibility

To be eligible for gifted education services, a student must meet either Option A or Option B which are listed below:

Option A: A student must (a) score at the 99th percentile (grades k-2) or the 96th percentile (grades 3-12) on the composite of the full scare score of a standardized mental ability test, and (b) meet one of the achievement criteria described on page 14 of the manual.

Option B: A student must qualify through a multiple-criteria assessment process by meeting criteria in any three of the following four areas:
1) mental ability, 2) achievement, 3) creativity, and/or 4) motivation.
Data will be collected for each of the four areas. The same data cannot be used to establish eligibility in two different areas**.** Assessment data must be current within two calendar years**.**

Data collected to determine eligibility must be collected from nationally normed tests (mental ability/achievement/creativity) or observational data collected on the student's performance on an approved project. General guidelines for these measures are listed below.

1. Tests of mental ability, achievement, and creativity used to determine eligibility will be the most current editions and shall have been reviewed for bias and normed within a 10-year period prior to administration. These tests shall also yield percentile rankings by age or grade.
2. Mental ability tests shall measure intelligence or cognitive ability. A qualified psychological examiner must administer mental ability tests that are designed to be administered individually. (See Rule 160-4-7-.11 Qualified Psychological Examiner)
3. Standardized tests of creative thinking shall provide for a measure of originality and include the following for any verbal measures: scores of fluency, originality, elaboration, abstractness of title, and avoidance of premature closure.
4. Any test score used to establish eligibility shall be current within two calendar years.
5. As evidence of creative abilities or motivation, students may submit any product made during the current school year or evidence of a performance during the current school year. Students may also submit, as supportive data, products or evidence of performances made or given during the two calendar years prior to evaluation and evidence of awards from district, state, or national competitions. However, a panel of three or more individuals must have evaluated all products and performances for which awards are given, and supportive products or evidence shall not be used as primary submissions. The Gifted Review Committee must approve this for eligibility.
6. Behavior rating scales used to determine student motivation shall differentiate among motivational levels such that discrete assessments/judgments are possible.

Grade point averages (GPA's) of students are determined by calculating grades earned during the two previous years in the subjects of math, science, language arts, and social studies.

Parents will be notified after the completion of testing as to the eligibility of their child. If a student meets eligibility requirements, a letter of parental notification will be sent and permission to serve will be requested. Upon receipt of parental permission, services will begin. Parents will receive a copy of the system's continuation plan at this time also. If a student is determined to be ineligible for services, parents will be notified.

Direct Services

Direct services to identified gifted students by certified gifted education teachers areprovided primarily through the Advanced Content Model. Students enrolled will receive a minimum of five (FTE) segments per week in gifted education services. Other models (described in the

State of Georgia Gifted Resource Manual) may be utilized on a case-by-case basis and developed through an Individualized Gifted Education Plan. Parents/Guardians will be notified annually of the type of service to be used and the time allotted for the student to receive gifted services.

Curriculum

Curriculum and instruction for each class will be based on Georgia Standards of Excellence, and Georgia's Programming Standards for Gifted and High Ability Learners. Curriculum and instruction will also be reviewed yearly and any necessary adjustments will be made. Teachers of these classes as well as regular education teachers are encouraged to participate in professional development aimed at gifted certification, and strategies for high ability learners provided at the local RESA.

Student Eligibility Committee

The Student Eligibility Committee will consist of the gifted coordinator, the gifted education teachers, the principal, and the special education director. The committee will have several purposes:

- To determine if further testing is warranted after outlined testing procedures have been followed.
- To review the progress of students placed on probation and to determine whether gifted services are to be continued or terminated.
- Select qualified evaluators to determine if a product or performance can be used for eligibility purposes. Evaluators will be provided with training regarding the scoring of products and performances. To ensure consistency in the scoring process, the evaluations shall be conducted simultaneously, independently, and without discussion by the evaluators regarding their individual ratings. Each evaluator shall then submit a separate evaluation; the independent ratings shall be compiled. Observation forms, interview guides, and / or scoring rubrics shall be used to provide descriptions of various levels of performance and examples of each in order to assist evaluators to clearly and to consistently distinguish superior levels of performance.

Referral for Gifted Education Services

Reported Referral

Parents, teachers, administrators, counselors, and the student may refer individuals for screening. A notice will be placed on school's website each year to ensure a fair opportunity for everyone. This notice is included below.

Gifted Program Education Notice

In order to qualify for gifted education services in Georgia, a student must show exceptional performance in the areas of mental ability, achievement, creativity, and motivation. In Glascock County, students are screened for referral for gifted education services each year. A referral for any student can be generated by an appropriate norm reference test score. Any student can be referred for consideration for gifted education services by anyone with knowledge regarding the student's abilities. Referrals can be made by teachers, counselors, administrators, parents, or by the student. Referral forms are available at the school office.

Automatic Referral

Students scoring at the 90th percentile or better in Total Math, Total Reading, or Core Total on the Iowa Assessment achievement test and/or at the 96th percentile or better on any component or composite score of the CogAt mental abilities test will be automatically referred for further screening.

Number of Referrals

A student will not be screened more than three times. It is recommended that students tested and not meeting eligibility requirements not be retested the following year. Exceptions to this may be made for students who have a qualifying score in mental ability, achievement, or creativity from the previous year.

Screening Timeframe for Referrals

Screening will begin in the spring of each year. Teachers and administrators will be given referral forms to complete on any student they believe may be eligible. Further testing will be conducted in the summer with services beginning in the fall. Only students new to the system will be tested during the school year. Written consent for testing will be obtained prior to testing from parents or guardians of students who are being considered for gifted education services.

Program Notice

The following notice will be placed on the system's website.

Gifted Program Education Notice

In order to qualify for gifted education services in Georgia, a student must show exceptional performance in the areas of mental ability, achievement, creativity, and motivation.

In Glascock County, students are screened for referral for gifted education services each year. A referral for any student can be generated by an appropriate norm reference test score. Any student can be referred for consideration for gifted education services by anyone with knowledge regarding the student's abilities. Referrals can be made by teachers, counselors, administrators, parents, or by the student. Referral forms are available at the school office.

Referral Time Frame

Procedures	**Time**
Referrals Automatic, student, teacher, etc.	Spring Semester
Testing	Summer
Gifted Review Committee determines eligibility	Summer
Parental Notification	Summer
Begin gifted services	Fall Semester

Glascock County A.C.E. Program

Accelerate, Create, Enrich

Evaluation and Eligibility Chart

Georgia Department of Education Rule 160-4-2-.38 Education Programs for Gifted Students

- In option A and B, information shall 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 reference test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility yin another category.
- If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.
- If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- Any piece of information used to establish eligibility shall 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
	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in three of the four categories.
Mental Ability	Grades K-2 – 99th percentile composite score on a nationally normed mental ability test.	• Grades K-12 ≥96th percentile composite on a nationally age normed mental ability tests OR 96th percentile on a component score on a nationally age normed mental ability tests.
Achievement	Grades 3-12 - ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test.	• Grades K-12 - ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test. • 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.
Creativity	Evaluation data required.	• Grades K-12 - ≥ 90th percentile on composite score on a nationally normed creativity test. • Grades K-12 – Rating scales used to qualify student creativity must equate to the 90th percentile. • 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.
Motivation	Evaluation data required.	• Grades 6-12 – Two-year average of 3.5 GPA on a 4.0 scale in regular core subject of math, English/Language Arts, Social Studies, Science, and a full year of World Languages. • Grades K-12 – Rating scales used to qualify student motivation must equate to the 90th percentile. • 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.

Identification of gifted students shall be nondiscriminatory with respect to race, religion, national origin, sex, disabilities or economic background.

Definition of a Gifted Student

Gifted Rule 160-4-2-.38 states in section (2) Definitions of the Official Code of Georgia Annotated (20-2-152):

The gifted student is one who meets the eligibility criteria as identified in this rule and as defined in the GaDOE Resource Manual for Gifted Education Services.

Assessment Measures

I. Mental Ability
   Primary
   - CogAT

   Secondary
   - Naglieri Nonverbal Abilities Test – NNAT 3

II. Achievement
   Primary
   - I-Ready

   Secondary
   - Iowa Assessments

III. Creativity
   Primary
   - TTCT

   Secondary
   - GES IV – Creativity Scale

IV. Motivation
   Primary
   - Gifted Evaluation Scale – GES IV – K-5
   - GPA – 6-12

***Individual Products/Performance

Individual product usage to determine eligibility will be handled on a case-by-case basis and must have approval of the Gifted Review Committee. An individual project can only be used to determine eligibility in one area – motivation, achievement, or creativity.

TESTS

The Glascock County Board of Education has adopted eligibility criteria consistent with the Georgia Department of Education Rule 160-4-2-.38. In compliance with Georgia Department of Education Rule 160-4-2.38, evaluation data for all students referred to the gifted program is gathered in four areas:

1. Mental Ability
2. Achievement
3. Creativity
4. Motivation

Mental Ability

As defined by Georgia Department of Education Rule 160-4-2-.38, the eligibility criteria for mental ability is:

Option 1

- The 99th percentile on the composite score for grades K-2; at or above the 96th percentile on the composite score for grades 3-12.
- A score at or above the 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test.

Option 2

- A score at or above the 96th percentile on the composite or full scale score, or the appropriate component score for grades K-12 on a standardized mental ability test.
- A score at or above the 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test.
- A score at or above the 90th percentile on composite score on a nationally normed creativity test; at or above the 90th percentile on a creativity ratings scale; superior product/performance with a score at or above the 90th percentile on a scale of 1-100 as evaluated by a panel of three or more qualified evaluators.
- Grades 6-12 – Two-year average of 3.5 GPA on a 4.0 scale in regular core subject of math, English/Language Arts, Social Studies, Science, and a full year of World Languages; Grades 4 – 6 –Academic intrinsic motivation inventory used to qualify student motivation must equate to the 90th percentile; Grades K-5 – Rating scales used to qualify student motivation must equate to the 90th percentile; Grades K-12 – Superior product/performance with a score $\geq$ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators.

The following standardized tests of mental ability will be used to determine eligibility.

Cognitive Abilities Test

The **Cognitive Abilities Test (CogAT)** is a test of mental ability, which can be used with students in grades K-12. The CogAT will be the primary mental abilities test used in screening. All students being screened will be administered the CogAT. Students scoring at the 88th percentile or higher on either a component or the full scale score of the CogAT will be administered as a second mental ability test. The CogAT will be administered and scored by the gifted coordinator.

Naglieri Nonverbal Abilities Test

The **Naglieri Nonverbal Abilities Test (NNAT)** will be the secondary test of mental ability used in screening. The NNAT is a non-verbal mental abilities test. The test is group administered and will be administered and scored by the gifted coordinator.

Achievement

Eligibility criteria for achievement is at or above the 90th percentile on core total or total math or total reading score on a standardized achievement test **or** a score of 90 above on a scale of 1-100 as evaluated by a panel of three or more qualified individuals. This is defined by Georgia Department of Education Rule 160-4-2-3.8.

The following standardized tests of achievement will be used to determine eligibility.

i-Ready Diagnostic Assessment

The **i-Ready Diagnostic Assessment** is a nationally normed achievement test, which can be used in grades K-12. The i-Ready Diagnostic Assessment is a computer-adaptive test which measures students' current achievement and growth in **Reading** and **Mathematics**. The -i-Ready Diagnostic Assessment will be the primary mental abilities test used in screening.

Iowa Assessment

The **Iowa Assessment** is an achievement test, which can be used in grades K-12. Tests will be administered and scored by the gifted coordinator. The Iowa Assessment will be given as a second screening test in the area of achievement for students scoring between the 85th and 89th percentiles on the Reading or Math component of i-Ready Diagnostic Assessment.

Creativity

The Georgia Department of Education Rule 160-4-2-.38 defines eligibility criteria for creativity as scoring at or above the 90th percentile on the total battery of a standardized creativity test **or** a score of 90 or above on a scale of 1-100 on a student generated product/performance using standardized creativity characteristics rating scales

or a score of 90 or above on a scale of 1-100 as evaluated by a panel of three or more qualified individuals.

The following standardized tests of creativity will be used to determine eligibility.

Torrance Test of Creative Thinking (Figural)

The Torrance Test of Creative Thinking (TTCT) is a group administered creativity test that will be used for grades K-12. The TTCT will be administered and scored by the gifted coordinator. (Certification is required to score the TTCT.) Students who do not meet eligibility requirements on this test, but do score in the 85th percentile or higher on the TTCT will be rated using the GES IV: Creativity Scale.

Motivation

Eligibility criteria for motivation is a score at or above the 90th percentile on a standardized motivational characteristics rating scale **or** a GPA at or above 3.5 (on a 4.0

scale) over the previous two years **or** a score of 90 or above on a scale of 1-100 as evaluated by a panel of three or more qualified individuals. These criteria are established by the Georgia Department of Education Rule 160-4-2-.38.

The following standardized motivational characteristics rating scale will be used to determine eligibility.

Grades K-5

The **Gifted Evaluation Scale 2nd Edition 9 (GES-IV)** will be used. The GES-IV is a teacher checklist and will be completed by two of the student's teachers, with the highest score being taken. The checklist will be scored by the gifted coordinator. The GES IV can be used to determine eligibility for either creativity or motivation. It cannot be used for both categories.

Grades 6-12

GPA will be used to identify students in the motivation area. To qualify using GPA, students are required to have a 3.5 or better GPA. GPA will be determined by averaging grades from the previous two years, using math, science, social studies, language arts and a full year of world language. This will be done by the gifted coordinator.

Individual Products/Performance

Individual product usage to determine eligibility will be handled on a case-by-case basis and must have approval of the Student Eligibility Committee. An individual project can only be used to determine eligibility in one area.

TESTING PROCEDURES

Reciprocity

Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state. When an eligible gifted education student transfers from a state-funded school or school district in Georgia, the student's gifted education records will be carefully reviewed. If gifted education records are not available, school personnel will contact the transferring district or school to obtain the student's gifted education records before placing the student into the gifted education program. The receiving district will honor the continuation policy of the transferring school. The continuation or probation plan will be completed in the receiving district's gifted content area in question if the receiving district has gifted services in that content area. The student will be admitted into any other gifted courses to align with the student's original schedule in good standing.

Military Reciprocity

In accordance with O.C.G.A. § 20-2-2161 GCSS will "Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement." Accordingly, the school must initially honor placement of the student in courses based on the student's enrollment or assessments in the sending school if the school offers the courses. Eligible students are school-aged children who are eligible to enroll in kindergarten through grade 12 and are members of a household of at least one of the following:

1. An active-duty member of the uniformed services.

2. A member or veteran of the uniformed services who is severely injured and medically discharged. 3. A member of the uniformed services that died on active duty or as a result of injuries sustained on active duty. Children who are eligible students because the member of their household was severely injured and

medically discharged or died on or as a result of injuries on active duty will remain eligible students for one year after the medical discharge or death of the veteran.

Transfer Student (Out of State) Eligibility

Out-of-state transfer students will be immediately reviewed. If records show the student does meet eligibility requirements set by the state of Georgia, service will begin immediately. (After parental consent is given).

Outside Testing

Qualifying test scores received from outside testing sources, which are done by a licensed professionals will be accepted. These scores can be used in only one area of eligibility.

Previous Tests

Any test score used to establish eligibility shall be current within two calendar years.

Break -In Services

Qualified students who are not receiving gifted services and request to return to the program may do so one time without being retested if the student meets the guidelines of the continuation policy. After this a student must be retested. Students who are pulled out during the school year may not return or be retested until the following school year.

Accommodations

Students needs will be considered when selecting assessments for gifted eligibility. Allowable accommodation(s) for students with IEP/504 plans may be possible if the accommodation does not alter the validity of the national norms.

Continuation Plan for Gifted Services

Purpose

The Gifted Program at GCCS is designed to challenge students in their areas of strength while providing a supportive environment for growth. This agreement outlines expectations for continued participation.

Expectations for All Gifted Students

Active Participation
- Take part in all gifted activities and discussions.
- Complete gifted projects and tasks using effort and creativity.

Effort in All Classes
- Show consistent effort, engagement, and assignment completion in all core classes.

Positive Behavior
- Follow school-wide behavior expectations.
- Treat others and the learning environment with respect.

Two-Step Process for Concerns

Step 1 – Support Period (9 Weeks)
If expectations are not met, a Support Plan will be created with the student, teachers, and parents. Supports may include organization strategies, extra check-ins, or other tools to help the student succeed.

Step 2 – Probationary Period (9 Weeks)
If concerns remain after the Support Period, the student will begin a 9-week probation with specific improvement goals.
- Meeting the goals → continue in the program
- Not meeting the goals → services may be paused, with the option to return when expectations are met

Continuation Plan for Gifted Services (cont.)

Special Considerations for Twice-Exceptional Students

Students with documented disabilities (e.g., ADHD, autism, learning disorders) will have expectations reviewed in light of their strengths and needs. Disability-related challenges will be addressed with adjustments and supports before any removal is considered.

Attendance Expectations

A key part to success in the gifted program is regular attendance. The curriculum and instruction are differentiated to meet the specific needs of the gifted student. Regular attendance is expected; this program is a legally identified service and to enable success, students are required to attend on the designated class times and dates. Attendance will be governed in accordance with the Glascock County Board of Education policy for attendance and absences from school
Reinstatement of Services

Reinstatement

Students who are withdrawn from the program may apply for reinstatement after one year. At this time, the student's performance will be reviewed. If the student meets the specified criteria, he/she may return to the program on a probationary basis. This will be for one quarter and previously outline procedures will be followed.

Program Delivery Models

Elementary Model

Identified gifted students in grades K-5 will be served by the Gifted teacher using the **Resource Model.** Gifted teachers use interdisciplinary units that match the advanced learning needs of their students and that challenge higher level thinking for the gifted student. Elementary students are also served used an **Innovative Model** that maintains academic rigor while offering the flexibility to serve gifted and high-potential learners who may otherwise be overlooked due to traditional identification barriers, socioeconomic disadvantage, or limited access to enrichment opportunities. This model uses a resource-based, strength-focused approach that allows for flexible groupings, local norms consideration, and creative talent development for students who may be just below the gifted testing threshold.

Middle School

Students in grades 6-7 are served daily during **Advanced Content** academic courses and receive direct instruction in various content areas from a teacher certified in the area of gifted. The curriculum is differentiated to meet the needs of the gifted learner and document program resources and procedures in their lesson plans. Students in 8th grade receive direct instruction in **Advanced Content** courses taught at the high school level: The courses include 9th grade Literature and Biology.

High School Model

In high school, students are **Cluste**r grouped and placed together intentionally in a heterogeneous classroom and the teacher assigned to that class has training in gifted education and uses strategies designed to challenge advanced learner. High school students are also given opportunities to post-secondary options which allow gifted students to advance academically as they earn course credit through dual enrollment opportunities.