



Manual for Gifted Services

2025-26

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Overview

The gifted program is part of the Division of Student Services and is funded by the State of Georgia. The procedures for identifying and placing students in the gifted program are governed by the Georgia Department of Education as indicated by the SBOE Rule 160-4-2-38. Gifted instruction shall focus on developing cognitive learning, research and reference, and metacognitive skills.

DeKalb County School District's gifted program brings gifted children together to experience a variety of challenging activities, supports teachers in educating gifted children, and provides guidance for the parents/guardians of gifted students.

Vision and Mission

The **vision** of the gifted program is to form a collaborative effort that maximizes students' academic potential.

The **mission** of the gifted program is to support teachers in educating gifted students, offer guidance for parents/guardians of gifted children, and provide challenging opportunities for gifted learners.

Delivery Models

Gifted services offered to students incorporates curriculum and instruction approved by the DeKalb County Board of Education. This curriculum is revised annually by the DeKalb County School District.

The DeKalb County School District implements the following approved delivery models for gifted services according to the signed Gifted Assurances Form.

Resource Class (Direct Service): Only gifted-identified students are served. Content and pacing are differentiated such that the learning activities are clearly not appropriate for typical students at that grade level. Gifted students may receive no more than ten gifted FTE segments per week of resource class service. To earn FTE gifted funding, the teacher must have a completed content-area GaPSC-approved certification **and** have a GaPSC-approved gifted endorsement **or** be actively enrolled/participating in a gifted endorsement program.

Cluster Grouping (Direct Service): Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, amongst other students not identified as gifted. A maximum of two FTE segments per day may be counted at the gifted weight. The teacher must document the curriculum differentiation for the gifted student(s) by completing individual or group contracts which include a description of the course curriculum which clearly defines how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level. Dates and amount of time (in segments) the student(s) will be engaged in the higher-level activities and how the students will be evaluated (formative and summative). To earn FTE gifted funding, the teacher must have a completed content-area GaPSC-approved certification **and** have a GaPSC-approved gifted endorsement **or** be actively enrolled/participating in a gifted endorsement program.

Advanced Content (Direct Service): Students may be homogeneously grouped based on achievement and interests in any content area: ELA, math, science, social studies, world languages, fine arts, computer science, and .0. This model may include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. A description of the course curriculum which clearly defines how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level.

Collaborative (Indirect Service): Starting the 2024-25 school year, a maximum of 10 identified gifted students are placed as a group in an otherwise heterogeneous classroom. Direct instruction is provided by the students' regular classroom teacher, who collaborates with a designated gifted education teacher. Substantial, regularly scheduled collaborative planning must exist between the regular classroom teacher and the gifted education teacher. The regular education teacher may only be in this collaborative gifted service delivery model for a **maximum of two years**. The gifted endorsed teacher must observe in the regular education teacher's class where the gifted students are served through the collaborative model at least five times per semester for at least 20 minutes per observation. **Preparations for local level delivery models should be made for the planned discontinuation of the Collaborative Model in FY27 (June 30, 2026).** For additional information and details, refer to the [GaDOE Resource Manual](#).

Gifted Liaison Responsibilities

An assigned gifted liaison(s) is represented by every school in the DeKalb County School District. The liaison is selected by the school's administration.

The gifted liaison's responsibilities include, but are not limited to,:

1. Review gifted reports.
2. Maintain and retain records of all students tested.
3. Arrange for testing of students.
4. Update Permanent Records.
5. Review **Gifted Cycle Reports** and identify students who need further evaluation (Step II).
6. Obtain permission to test students with the **Parent Consent to Evaluate (PCE)**. The **Gifted Brochure** must accompany this letter.
7. If students qualify in at least three out of four categories, please send the following forms to the parent/guardian: **Letter of Eligibility, Eligibility Report, Continuation Agreement**, and the **Local School's Program Description**. The Permanent Record for eligible students should contain the Permanent Record Cover Sheet, copy of the **Eligibility Report**, and a current signed copy of the **Continuation Agreement**.
8. Using information from the **Eligibility Report**, determine which students meet the required criteria in three of the four areas. Enter all new test data and run the Gifted Processing Cycle.
9. Prepare the appropriate paperwork for qualified students and send to parent/guardian in a timely manner.
10. Prepare the appropriate paperwork for non-qualified students; **Eligibility Status** letter and the **Eligibility Report** in a timely manner.
11. Conference with parent/guardian as needed.
12. Automated Processing System within the student information system determines students eligible for gifted services and referred for further evaluation.

Eligibility Team

Each school is required by Option B (Multiple Criteria for Gifted/SBOE Rule 160-4-2-.38) to have a local school Eligibility Team. The primary duty of the Eligibility Team is to analyze data (as needed) to determine the appropriate next steps in the gifted eligibility or probationary processes. The Eligibility Team may also meet to discuss acceleration of students. Documentation of the meetings should be retained in the Gifted Files.

The Eligibility Team should include the following: an administrator, gifted liaison(s), classroom teacher of record, and classroom teachers from each grade level (preferably certified in gifted education). The gifted liaison will serve as chairperson. The gifted liaison and the administrator are responsible for training the faculty on the eligibility process.



Parent Consent for Evaluation (PCE)

Dear Parent/Guardian:

Your child, _____, is referred for further evaluation for gifted services based on one of the following:

- Achieved at least the 90th percentile or higher in either Reading or Math on the Fall, Winter, or Spring MAP assessment
 - Meets the State of Georgia's criteria for giftedness in the Achievement domain
- Achieved between the 75th – 89th percentile in Reading or Math on the Fall or Winter MAP assessment
 - May be additionally screened in the Achievement domain, using the *Iowa Test of Basic Skills (ITBS)
- Scored at least in the 90th percentile in both Creativity and Motivation domains from the Renzulli administration
 - May be additionally screened using the Cognitive Abilities Test (CogAT) for Mental Ability domain

To further evaluate, we need permission to test your child in one or more of the following domains:

☐ **Mental Ability**

- **CogAT** measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. This assessment is a three-part series (Verbal, Quantitative, Nonverbal) that will be administered online. This assessment offers the following audio languages (English, Spanish, Cantonese, Mandarin, Arabic, Somali, Russian, and Vietnamese) to multi-lingual students.
- **Naglieri** utilizes shapes and figures to evaluate the problem-solving and reasoning abilities of a child without relying on their language skills. This assessment is administered online during a 45 minute-one hour session.

❖ **Achievement**

- **Iowa Assessments** measures a student's knowledge in subject areas students have learned in school – reading, language arts, mathematics, science and social studies. This assessment is administered online and its sister assessment, the Logramos is offered to Spanish speaking students.

❖ **Creativity**

- **Torrance Test for Creative Thinking** invites examinees to draw and give a title to their drawings or to write questions, reasons, consequences, and different uses for objects. This is a one-hour paper-pencil administration.

❖ **Motivation**

- **Gifted Evaluation Scale** is a normed referenced tool utilized by the classroom teacher (s) and/or school personnel in making a diagnostic and program planning decision. This paper-pencil tool takes at least 15 minutes to complete.
- **Grade Point Average (grades 6-12)** requires no assessment administration and is obtained from the official transcript/report card in Infinite Campus.

Mark your consent, sign, and return to your child's local school gifted liaison or testing coordinator:

____ **YES.** I give permission for my child to be screened for gifted (Check the box of any options that apply)

- ☐ **Option 1:** I want my child to hear the instructions for the CogAT in their home language as identified in Infinite Campus. **Available audio languages: Spanish, Arabic, Mandarin, Cantonese, Russian, Somali, Vietnamese**
- ☐ **Option 2:** I want my child to read the IOWA assessment in Spanish via the "Logramos".
- ☐ **Option 3:** I want my child to read and/or hear the assessment in English.

____ **NO.** I do not give permission for my child to be screened for gifted.

Student's Full Name: _____ **Grade:** _____

Parent/Guardian Name: _____ **Parent/Guardian Phone Number:** _____

Parent/Guardian Signature: _____ **Date:** _____

When the evaluation has been completed, you will be notified in writing of your child's eligibility status.

Please contact me if you have any questions.

Gifted Liaison

INSERT NAME

INSERT SCHOOL

INSERT EMAIL

INSERT PHONE NUMBER

XXXXXXXXXX
Principal



Dr. Devon Q. Horton
CEO & Superintendent

School Name
Street Address
City, State Zip Code
678-XXX-XXXX

Date

Notification of Gifted Evaluation

Dear Parent/Guardian,

Your child, _____, was evaluated for gifted eligibility. According to the State of Georgia's multiple criteria for gifted/SBOE Rule 160-4-2-.38 guidelines, your child did not meet the criteria necessary for placement in the gifted program at this time. Be advised that data sets used in the district's gifted identification process are valid for two years and may be considered in the future. Attached is a copy of the Eligibility Report and the Gifted Brochure to better explain your child's eligibility status.

Sincerely,

Gifted Liaison

XXXXXXXXXX

Principal



Dr. Devon Q. Horton
CEO & Superintendent

School Name

Street Address

City, State Zip Code

678-XXX-XXXX

Date

Letter of Eligibility

Dear Parent/Guardian:

Your child, _____, has met the requirements for gifted services according to Georgia Department of Education's SBOE Rule 160-4-2-.38.

Please find the attached:

- Eligibility Report
- Local school's program description
- Gifted Brochure
- Continuation Agreement (to be signed and returned annually)

A parent/guardian signature is required on the Continuation Agreement form. Please sign and return the Continuation Agreement Form.

Sincerely,

Gifted Liaison

Gifted Referrals

An automatic referral is conducted through a district-wide assessment process for all students via its universal screener, NWEA MAP assessment. **A reported referral** may be made by teachers, counselors, administrators, parents/guardians, peers, self, or others with knowledge of student's academic abilities. An eligibility review will be conducted by the local school's Eligibility Review Team, and the district-wide assessment process will be followed.

Gifted Eligibility Report

The Gifted Eligibility Report must be accessed through Infinite Campus, SIS Gifted. Students are assessed in four domains:

- Mental Ability
- Achievement
- Creativity
- Motivation

SAMPLE BELOW

Confidential		Gifted Eligibility Report DeKalb County School District									
Student must qualify in three of the four categories listed below or Option 1-M.A. –Composite scores K-2(99)% or 3-12 (96%) and (90%) or higher Achievement score (RT, MT, or CC) = Qualified. Test data is collected in all four areas. Test scores are valid for two (2) years. UPDSTD 83 POSITIONS											
Student Name <u>Student Name</u>		Grade <u>99</u>	9 th grade entry date <u>1/01/2018</u>		Student Number <u>123456789</u>						
School Name <u>Long Name</u>		School <u>111</u>	D.O.B. <u>12/25/2018</u>		Eligibility Date <u>1/01/1967</u>						
Mental Ability - Minimum of 96% in at least one sub-test area listed below			Achievement - Minimum of 90% in at least one sub-test area listed below				Creativity - Minimum of 90%		Motivation - Minimum of 90%		
Assessment Type: MAB Assessment Type			Assessment Type: Achievement Test				Assessment Type: Torrance		Assessment Type: Renzulli		
Sub-tests	Date	NPR%	Sub-tests	Date	NPR%	Ach Test B	Date	PR%	Date	PR%	
Verbal	Ver Date	111	Total Reading /ELA	Fall Jan-2013	100	Jul-1967	75	Oct-2018	99	Oct-2019	95
Quantitative	Feb-2013	222	Total Math	Winter Feb-2013	2	Aug-1967	76	NEW-2018	90	NEW-2019	90
Nonverbal	Mar-2013	333	Complete Composite	Spring Mar-2013	10	Sep-1967	77			Or GPA 3.5 or greater (Grades 9-12)	3.60
Complete Composite	Apr-2014	444	PSAT (Verb)	Oct-1968	500						
			(Math)		700						
			SAT (Verb)	Nov-1968	600						
			(Math)		800						
Criteria met? (Yes/No): <u>X</u>			Criteria met? (Yes/No): <u>N</u>				Criteria met? (Yes/No): <u>Y</u>		Criteria met? (Yes/No): <u>Y</u>		
RECOMMENDATION: ELIGIBLE <u>XXX</u> NOT ELIGIBLE <u>XXX</u> PENDING STEP II <u>XXX</u> REENTRY <u>XXX</u> ELIGIBLE/MISSING TEST <u>XXX</u>											
Reciprocity date from another Georgia system <u>1/01/1968</u> Name of school district <u>Fulton</u> School <u>School Name Her</u>											
Continuation policy: Probation Date <u>12/31/1969</u> Release Date <u>1/01/1970</u> Reason <u>Walking too fast</u>											
K12-Gifted Program Coordinator: <u>Donyell Atkinson</u> School Copy Updated 10/24/2018											

XXXXXXXXXX
Principal



Dr. Devon Q. Horton
CEO & Superintendent

School Name
Street Address
City, State Zip Code
678-XXX-XXXX

Date

Gifted Continuation Agreement (Required Annually)

Dear Parent/Guardian:

State guidelines for the program require that the parent/guardian receive a written description of our local school system's Continuation Agreement for gifted education. The criteria listed below outlines the Continuation Agreement in the gifted program for students in grades K – 12:

1. Maintain a satisfactory/passing grade in the gifted class(es) if service is through the resource model.
*Note that P= a passing grade of 70% - 100%. Gifted students must maintain a minimum of 80% or higher in their scheduled gifted class(es) to prevent probationary status.
2. Maintain a cumulative "B" average (not less than 80%) in the appropriate gifted class(es).
3. Performance criteria for continuation in the gifted class(es) will be reviewed if the student's overall achievement is deemed unsatisfactory.

If the Continuation Agreement criteria have not been met, then the items listed below are procedures for probation in the gifted program:

1. The local Eligibility Team for gifted meets and reviews the student's progress in the gifted class(es).
2. The student is placed on probation for one semester.
3. The teacher of gifted notifies parent/guardian through deficiencies and the Probation/Release form.
4. A written plan for improvement is developed.
5. A student on probation continues to attend the class(es) in the gifted program.
6. The Eligibility Team reconvenes toward the end of the semester to review the student's progress. If the student meets the criteria outlined above, he/she is removed from probationary status. The parent/guardian is informed of this decision through the completed Probation/Release form.
7. If the student continues not to meet the continuation criteria, then the parent/guardian receives a letter of notification (Probation/Release form) that the student will be scheduled back into the regular education program for one semester.
8. At the end of that semester, the Eligibility Team will again review the student's progress.
9. He/she may re-enter the gifted program at the beginning of the new semester if he/she maintains an 80% G.P.A. or higher in the achievement/subject area in which he/she qualified.

Sincerely,

Gifted Liaison _____ Student: _____

Homeroom Teacher: _____ Grade: _____

Parent/Guardian Signature: _____ Date: _____



XXXX
Pr

School Name
Street Address
City, State Zip Code
678-XXX-XXXX

orton
endent

Date

Gifted Probation/Release Form

Student: _____ Homeroom Teacher: _____ Grade: _____

Eligibility team members: _____

Concerns:

- Failure to properly prepare homework/classwork assignments
- Improper classroom participation, attentiveness; focus and/or motivation
- Unsatisfactory test and quiz grades
- Unsatisfactory classroom conduct
- Tardiness
- Failure to properly submit assigned project (s)
- Other: _____

Recommendations:

- Satisfactorily complete and submit homework/classwork assignments on time
- Score 80% or higher on all tests and quizzes
- Display satisfactory conduct to include participation, attentiveness; focus and/or motivation →
Come to class on time
- Other: _____

Probationary Period – One semester:

Beginning Date: _____

Final Review Date: _____

Indicate class(es) of Probationary status:

Parent/Guardian Signature: _____

Date: _____

-----School Use Only-----

The Eligibility Team reviews the results of the probationary period to determine the following actions:

- Has MET criteria and is able to return to the gifted program
- Has NOT met criteria and student will be released from gifted services on _____.

Gifted Liaison Signature: _____

Date: _____

Principal Signature: _____

Date: _____

Send a copy to the Senior Coordinator for Gifted Education.



XXXX
Pr

School Name
Street Address
City, State Zip Code
678-XXX-XXXX

orton
endent

Date

Parent/Guardian Optional Student Release from Gifted Form

Due to parent request, the following student is temporarily released from receiving gifted services for the entire school year.

Student: _____ Homeroom Teacher: _____ Grade: _____

Student number: _____ School: _____ Date released: _____

Reason for release:

Principal Signature: _____ Date: _____

Homeroom Teacher: _____ Date: _____

Gifted Liaison Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



Send a copy to the Se **DeKalb County** for Gifted Education.
School District
Annual Review Form

School Year: _____

Student's Name: _____

School: _____

Grade Level: _____

Date: _____

Gifted Teacher(s): _____

Delivery Model (Please indicate the gifted service model used):

____ Resource Model: objectives:

____ Service Daily for ____ minutes per segment

____ Service Weekly on _____ for ____ segments

____ Cluster Model: objectives _____

____ Collaborative Model: objectives _____

____ Advanced Content: objectives _____

____ Advanced Placement ____ International Baccalaureate ____ Honors/Advanced Classes ____

Mentorship/Internship: objectives _____

Acceleration (Please indicate approved acceleration process):

____ Accelerated Student

____ Subject Accelerated

____ Grade Accelerated to ____ grade/school year _____

Provide additional acceleration components used and objectives: _____

Indication of Student Performance:

____ 4 Exceptional Performance, Student exceeds expectations

____ 3 Student Performance Meets Expectations (Program Expectations)

____ 2 Student Performance Partially Meets Expectations

____ 1 Student Performance Needs Improvement

Recommendations for next year:

____ Continued placement in the indicated program placement

____ Continued placement in the indicated program placement with the following modifications:

____ Improved performance expected. Semester review meeting required.

____ Enriched activities encouraged/differentiated instruction. Student should take on additional challenging activities when possible.

____ Restricted continued placement. Student must improve work in the regular classroom continuing service. Student is currently on probation.

____ Due to probationary status, student is removed from the program services.

Comments: _____

Teacher's Signature _____

Conference Date (if needed): _____

School Copy- to be stored with Gifted Liaison

Gifted Files and Permanent Records

Gifted Files – to be stored with the gifted liaison

There are documents to be collected and filed alphabetically by student's last name and maintained in the building indefinitely.

- Annual Review
- Eligibility Report
- Parent Consent to Evaluate (PCE) for any students needing further evaluation
- Signed Gifted Continuation Agreement (required annually)
- Signed Probation Forms

Permanent Records

This information is required for all students, especially when they transfer or transition to a different school.

- Permanent Record Cover Sheet – usually copied on red paper so it is easily visible
- Eligibility Report
- Signed Gifted Continuation Agreement (required annually) – most recent/current
- Probation Forms (if applicable)

DO NOT PURGE FROM STUDENT RECORD

Gifted Program Permanent Record Cover Sheet

Student Name: _____

Student #: _____

- Permanent Record Cover Sheet – usually copied on red paper so it is easily visible
- Eligibility Report
- signed Gifted Continuation Agreement (required annually) – most recent/current
- Gifted Probation Forms (if applicable)

Gifted Testing Procedures

Standardized tests administered within the past two years will be reviewed to determine if the scores meet the Georgia eligibility criteria. Local schools will be responsible for scheduling tests for students new to the district. Students will not be tested until they are enrolled and attending a DeKalb County School.

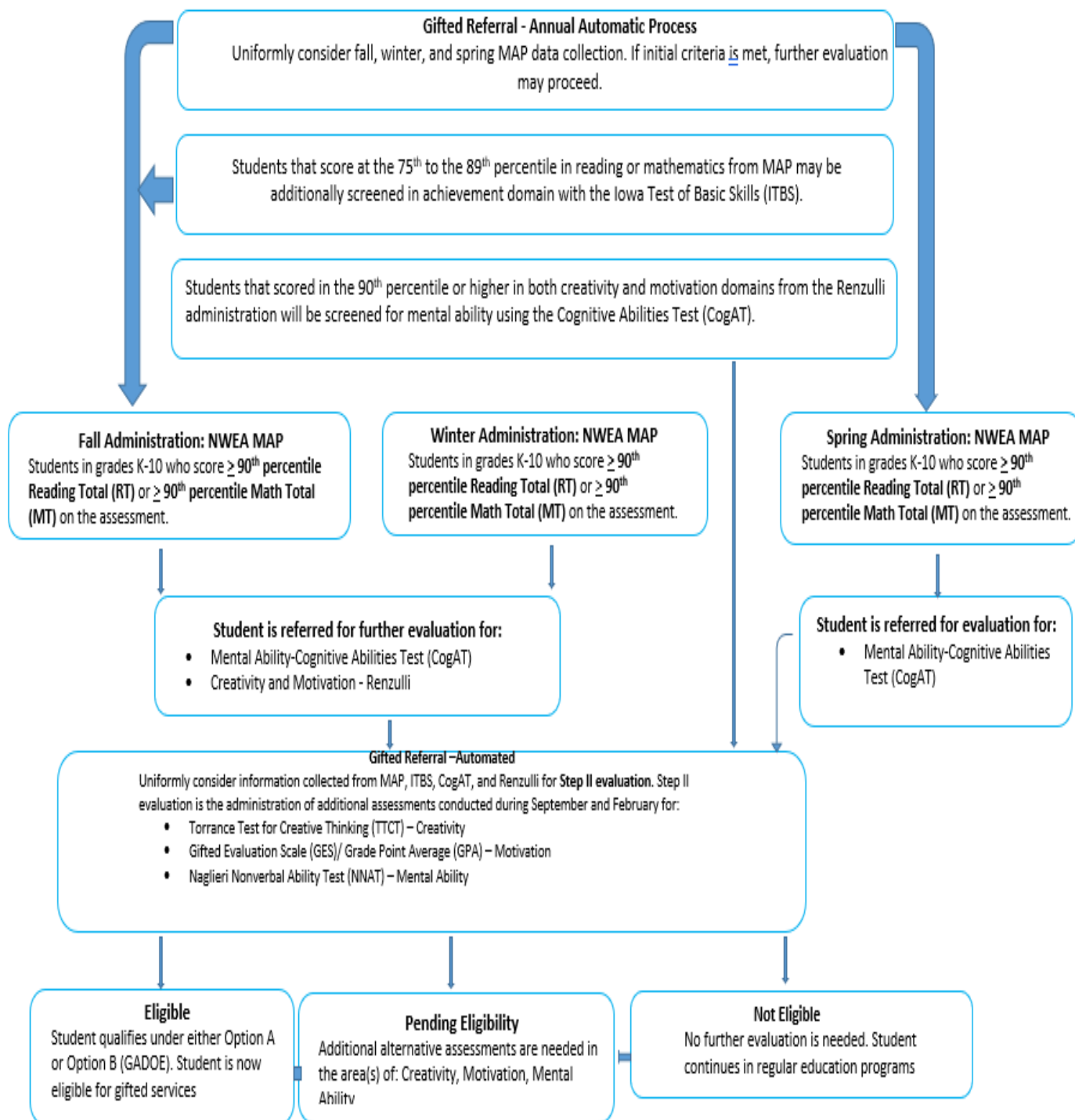
- All DeKalb County School District students in kindergarten through 10th grade are universally screened for gifted identification through the Northwest Evaluation Association Measures of Academic Progress (MAP). All three administrations (Fall, Winter, and Spring) of the MAP Assessment will be considered. Students that meet the 90% or higher in reading or math will be screened in the Mental Ability domain, using the Cognitive Abilities Test (CogAT).
- Additional screening in the Achievement domain, using the Iowa Test of Basic Skills (ITBS), for students who scored at least the 75th – 89th percentile in Reading or Math on the Fall or Winter MAP.
- Additional screening using the Cognitive Abilities Test (CogAT) for Mental Ability domain for students who scored at least the 90th percentile in both Creativity and Motivation on the Renzulli instrument, who are not already gifted-identified.
- Test scores used to establish eligibility shall be current within two calendar years.
- For eligibility purposes, outside testing is defined as any licensed/private facility; testing conducted outside of the testing cycle. Outside testing (by a licensed psychologist) may be used as evidence for further evaluation, however, may not be used for placement.
- See the district's gifted identification flow chart on the next page.

Exceptions

- If a student in grades K-2 has a qualifying achievement score and a 99% complete composite on the Cognitive Abilities Test (CogAT), he/she may be placed in the gifted program. However, evidence in all four categories must be collected.
- If a student in grades 3-12 has a qualifying achievement score and a 96% complete composite on the Cognitive Abilities Test (CogAT), he/she may be placed in the gifted program. However, evidence in all four categories must be collected.

Forms to Send Home

Qualified Student	Nonqualified Student
• Letter of Eligibility • Eligibility Report • Gifted Brochure • Local School's Program Description • Gifted Continuation Agreement (required annually)	• Notification of Gifted Evaluation • Eligibility Report • Gifted Brochure



DCSD Gifted Identification Flowchart

Division of Student Services

Students Transferring into DeKalb County School District

Transfer from within the State of Georgia

A student already participating in a gifted program in Georgia will most likely be transferred into the DeKalb County School District's gifted program. However, the Eligibility Team will review the student's records and test data for compliance according to the state of Georgia's criteria for placement into a gifted program. New students will not be coded as gifted and/or placed in gifted class(es) until all documentation has been reviewed.

Transfer from outside the State of Georgia

Students identified as gifted from another state and are transferring to DeKalb County School District must meet the state of Georgia's eligibility requirements for placement in the DCSD's Program for the Gifted. Reciprocity does not apply to out-of-state transfers and there is no interim placement for gifted students. 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.

Professional Learning Opportunities

Gifted teachers and all certified staff are invited to participate in professional development opportunities. Sessions are offered throughout the year from the Gifted Education Department in Students Services. Teachers are encouraged to explore other opportunities for professional development from organizations like the Georgia Association for Gifted Children (GAGC).

Online Resources

DeKalb County School District

<https://www.dekalbschoolsga.org/divisions/student-services/gifted-education>

DeKalb County Gifted SharePoint Site (internal only) <https://dcsd.sharepoint.com/sites/DCSDGifted>

Georgia Association for Gifted Children <https://gagc.org/>

National Association for Gifted Children

<http://www.nagc.org/>

Parent Involvement

The Gifted Education Department will host two parent informational sessions during the 2025-2026 school year (October 3, 2025, and February 3, 2026) to learn about the characteristics of giftedness, process for gifted identification, how gifted-identified students are served, and resources available to students and parents.

Gifted liaisons should provide opportunities for involving family and the community in the support and advocacy for gifted education students.

The Gifted Liaison and schools are required to involve parents of gifted students in activities which encourage the academic development and success of the students. Records should be kept of these opportunities.

The Gifted Liaison and schools are to inform parents of gifted students of district-wide gifted programs, activities, and enrichment camps such as Serendipity Summer Enrichment.

The Gifted Liaison and schools are to share the district's website at <https://www.dekalbschoolsga.org/>.

The Gifted Liaison and schools are to provide opportunities for community involvement through the encouragement of academic mentors and program involvement through guest speakers and lecturers.

The Gifted Liaison should establish and maintain a local school gifted website page sharing with parents gifted program updates, activities, and scheduled events.