



**HENRY COUNTY  
SCHOOLS**

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## **Gifted Education Services**

# **Administrative Procedures Manual**

## **2026-2027**

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## **Gifted Education Services Description**

The Henry County School System recognizes the need to provide gifted education services to students who have the potential for exceptional achievement in grades K-12. Henry County Schools uses a combination of gifted service delivery models to support students' academic growth as well as their social-emotional development. Gifted services align with Georgia Code IDDD and Department of Education Rule 160-4-2-.38. The Henry County School System uses materials and procedures which are non-discriminatory with regard to race, religion, national origin, gender, disabilities, or economic background in determining referral, eligibility, placement, and instructional delivery for gifted education services. Assessment tools meet Georgia Department of Education standards for validity and reliability.

## **Instructional Philosophy**

The overall purpose in providing services for gifted students is to offer a differentiated, standards-based approach to instruction in which the content and teaching strategies are appropriate and effective for gifted students. The expectation of student mastery allows for the extension of learning opportunities, development of individual potential, enhancement of creativity, and advancement toward becoming an independent learner. Gifted Education Services in Henry County align with the Georgia-approved standards.

In accordance with this philosophy, the following goals have been adopted in order to identify and serve the gifted students of Henry County Schools:

1. To assess learners for gifted services and to determine appropriate educational placement.
2. To develop appropriate gifted education services based on differentiated instructional strategies.
3. To encourage gifted students to become motivated and self-directed learners.
4. To provide students with teachers who have specialized knowledge of gifted education and who are involved in ongoing professional development relevant to gifted pedagogy.
5. To recognize and nurture the unique social, emotional, and intellectual development of gifted learners.
6. To be transparent with the community concerning gifted education services.

## **Public Awareness**

The Henry County School System provides parents/guardians with information about gifted education services, referral procedures, and eligibility requirements through the Henry County School System website at [www.henry.k12.ga.us](http://www.henry.k12.ga.us). In addition, administrators and gifted education teachers provide this information locally for faculty, staff, and parents via school websites, newsletters, and/or fliers.

## **Students Transferring into the District**

Information relevant to a student's participation in gifted education services should be collected from the enrolling parent/guardian. If additional records are needed, the GST/SALC will work with the school's registration and/or counseling staff to request records from the student's previous school.

Once a parent reports that a student received gifted education services in his/her prior school, the receiving school will begin the gifted evaluation process within 60 school days. It is important to note that additional testing may be required under Georgia law, regardless of a student's gifted eligibility in another state.

## **Reciprocity**

***In-State:*** Any student who has met eligibility criteria for gifted education services in any Georgia Local Education Agency and who meets Henry County Schools' criteria for continuation of gifted education services shall be

considered eligible for gifted education services in Henry County Schools. Evidence of eligibility includes an eligibility form developed by a local education agency or official test scores that meet Georgia's criteria for gifted identification.

**Out-of-State:** Students who are identified as gifted in another state are not granted automatic eligibility for gifted education services in Georgia. There is no mandated reciprocity between states; however, if a parent/guardian reports that a student received gifted education services in another state, the receiving school should immediately take steps to see that the advanced learning needs of the student are met while a review of records and evaluation of the student's gifted eligibility is completed. Once a parent/guardian reports that a student received gifted education services in his/her prior state, the receiving school should begin the gifted evaluation process within 60 school days.

Consideration for gifted education services for students transferring into a Henry County School from out-of-state is as follows:

1. The Student Search Team reviews the student's enrollment records to determine if the student meets the state of Georgia's eligibility criteria and the system's continuation requirements.
2. The Student Search Team may consider evaluation data that is no more than two calendar years old at the time of the transfer if it meets state criteria under GBOE Rule 160-4-2-.38.
3. The school should proceed as if the student is a new referral in the following cases:
  - Test data is more than two calendar years old at the time of the transfer,
  - Evaluation data does not meet criteria under GBOE Rule 160-4-2-.38, or
  - Evaluation data is not available.

**Active Duty Military Families:** Any student who is a dependent of active duty military personnel, who transfers from any school inside or outside of the state, and who received gifted education services in his/her previous school is eligible to receive gifted education services in Henry County Schools. The student's progress will be monitored in accordance with continuation criteria to ensure appropriate placement of the student.

## Specific Referral and Student Search Procedures

Consideration for gifted education services may be initiated by either reported or automatic referrals.

### A. Automatic Referral

A school-based Student Search Team will routinely review standardized test data. Students whose scores on a norm-referenced test of achievement are at or above the 90th percentile will be automatically referred for consideration for further gifted eligibility assessment. The Student Search Team should also consider students who achieve the following:

- Georgia Milestones score of Distinguished in reading or math
- Georgia Milestones EOC score of 95% or above

### B. Reported Referral

Any individual (including, but not limited to, a student, parent, guardian, teacher, counselor, or administrator) with knowledge of a student's abilities may make a request at any time for a student to be evaluated to determine eligibility for gifted education services. The referral should be based on observed characteristics in the areas of mental ability, achievement, creativity, and motivation. An individual who wishes to have a student evaluated for gifted education services should complete the online referral, which is available locally on each school's website.

Once the Gifted Support Teacher (GST) or Advanced Learning Chair (SALC) has received the referral, he or she will collect existing student data to share with the school-based Student Search Team.

## Eligibility Criteria

To be eligible for gifted education services, a student must meet specific criteria. (Rule 160-4-2-.38)

- A student may qualify for gifted education services by meeting the two criteria in Option A or three of the four criteria in Option B.
- Information shall always be collected in each of the four data categories, regardless of a student's eventual eligibility status.
- At least one of the criteria must be met by a score on a nationally normed standardized test.
- Any data used in one category to establish a student's eligibility may not be used in any other 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.
- Grade point averages are based on mathematics, English/language arts, science, social studies, and full year world language (secondary only), if such language is included in the student's records.
- Assessment data must be current within two years.

**Option A:** Data collected meets the criteria for mental ability (total composite score) and for achievement (total reading, total math, **or** total battery score).

| Mental Ability                                                                                                                                                                                                                                    | Achievement                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>K – 2: 99th percentile</b> by age on composite or full scale score of a standardized test of mental ability<br><br><b>3 – 12: 96th percentile</b> (or higher) by age on composite or full scale score of a standardized test of mental ability | <b>K – 12: 90th percentile</b> (or higher), by age or grade, on total reading, total math, or total battery score of a standardized achievement test |

**Option B:** Data collected meets the criteria in three of the four areas (mental ability, achievement, creativity, or motivation).

| Mental Ability                                                                                                                                | Achievement                                                                                                             | Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                    | Motivation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 96th percentile (or higher) by age on a composite or full scale score or appropriate component score of a standardized test of mental ability | 90th percentile on total reading, total math, or total battery score of a standardized achievement test by age or grade | 90th percentile (or higher) on the total battery of a standardized test of creativity normed by age or grade<br>-OR-<br>90th percentile (or higher) on a standardized creativity characteristics rating scale<br>-OR-<br>A superior rating (numerical score of at least 90 on a scale of 1-100) on a structured observation/evaluation of a creative product and/or performance as evaluated by a panel of three or more qualified evaluators | 90th percentile (or higher) on a standardized characteristics rating scale (motivation)<br>-OR-<br>A superior rating (numerical score of at least 90 on scale of 1-100) on a structured observation/evaluation of student generated products and/or performances as evaluated by a panel of three or more qualified evaluators<br>-OR-<br>Grade point average of at least 3.5 on a 4.0 scale or Numeric Average of at least 90, using an average of core grades over the previous two school years (grades 6-12 only) |

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

## Assessment Procedures

Once a child has been recommended for formal gifted testing, the Gifted Support Teacher (GST) or Secondary Advanced Learning Chair (SALC) will notify parents/guardians in writing of the child's referral and request permission for further evaluation. The school must obtain written consent before administering additional assessments specific to the gifted evaluation process.

In compliance with Georgia Department of Education Rule 160-4-2.38, information shall be collected in each of the four categories: mental ability, achievement, creativity, and motivation. Information may be collected through a combination of norm-referenced test data, observational data, or production of a superior product(s) as described below.

### A. Assessment Instruments

Henry County Schools uses a variety of assessment instruments to determine students' eligibility for gifted education services. To be eligible for gifted education services, a student must meet the qualifying score on at least one nationally normed referenced test. Test scores used to establish eligibility shall have been administered within the past two calendar years.

Note: When available, data from other assessments approved by the Georgia Department of Education may be used to determine gifted eligibility.

## Mental Ability

### Cognitive Abilities Test (CogAT)

This test is the first mental ability assessment administered to students. Students take all three parts of the test: verbal, non-verbal, and quantitative.

- The following scores meet the criteria for mental ability:

|          |                                                                                                                           |
|----------|---------------------------------------------------------------------------------------------------------------------------|
| Option A | > 99 <sup>th</sup> percentile total composite (Grades K-2)<br>> 96 <sup>th</sup> percentile total composite (Grades 3-12) |
| Option B | ≥ 96 <sup>th</sup> percentile composite OR appropriate component score (V, Q, NV, VQ, VN, QN)                             |

- If the student scores within the Standard Error of Measure ( 92<sup>nd</sup>ile - 95<sup>th</sup>ile) on the **Verbal** section or the **Composite** score, then an alternate form of the **CogAT** (Grades K-12) will be administered.
- If the student scores within the Standard Error of Measure (as stated above) on the **Quantitative** section of the **CogAT**, then an **alternate form of the CogAT** (Grades K-12) will be administered.
- If the student scores within the Standard Error of Measure (as stated above) on the **Nonverbal** section of the CogAT, then the **Naglieri NonVerbal Aptitude Test** will be administered.

## Achievement

### Measures of Academic Progress (MAP) or i-Ready

Students in Henry County are administered i-Ready in elementary and MAP in middle school three times each year. District personnel review the assessment scores to identify students whose i-Ready or MAP scores have met achievement criteria. The following scores meet the criteria for achievement: ≥ 90<sup>th</sup> percentile Reading **or**

Mathematics.

### **Iowa Assessments and Stanford Achievement Test**

Students who have not met achievement eligibility criteria via MAP but who have met eligibility criteria in another category (i.e. mental ability, creativity, or motivation) may be administered the Iowa Assessment or the Stanford Achievement Test. The following scores meet the criteria for achievement:  $\geq 90$ th percentile Total Reading, Total Mathematics, or Composite.

### **Creativity**

The following scores meet the criteria for creativity:  $\geq 90$ th percentile.

#### **Torrance Test of Creative Thinking (TTCT)**

##### **\*Hawthorne Gifted Evaluation Scale (GES-4)**

##### **\*Gifted Rating Scales (GRS-2)**

- \*If a rating scale is used to determine eligibility in the area of creativity, it shall not be used to determine eligibility in the area of motivation.
- \*If a rating scale is used to determine eligibility in the area of creativity, it shall not be used to determine eligibility in the area of creativity.

### **Motivation**

The following scores meet the criteria for creativity:  $\geq 90$ th percentile.

##### **\*Hawthorne Gifted Evaluation Scale (GES-4)**

##### **\*Gifted Rating Scales (GRS-2)**

- \*If a rating scale such as the GES-4, GRS-P, GRS-S, or GRS-2 is used to determine eligibility in the area of creativity, a rating scale shall not be used to determine eligibility in the area of motivation.
- \*If a rating scale is used to determine eligibility in the area of motivation, a rating scale shall not be used to determine eligibility in the area of creativity.

#### **GPA of 3.5 or above or a numeric grade point average (NGA) of 90**

- Grades 6-12 only
- 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.

### **B. Additional Testing (Second Measures)**

Per recommendation by the Georgia Department of Education, the administration of additional tests should be considered under the following conditions:

- A student is very close to the qualifying score (i.e., within one standard error of measurement (SEM))
- There is evidence to show extenuating circumstances may have negatively influenced the testing results
- Special circumstances and/or special individual needs suggest the need for additional information (e.g. a test of non-verbal intelligence for a culturally/linguistically diverse student) as indicated by the initial evaluation results.

### **C. Data Collected from Outside the School System**

When determining initial eligibility for gifted education services, external evaluation data generated by fully accredited public and private schools within two calendar years prior to evaluation will be considered. All assessments must meet Georgia Department of Education standards for assessments used to determine students' eligibility for gifted education services. External evaluation data will be used in combination with, but not as substitution for, data generated by the school during the initial eligibility process.

External evaluation data from private and/or for-profit evaluators (psychiatrist, psychologist, psychometrist, etc.) can be considered as part of the referral process, however will not be accepted to establish eligibility for gifted education services.

## Structures to Support Gifted Identification

To maintain compliance with state gifted rules, all eligibility decisions are to be made via teams.

### ***Student Search Team***

These individuals serve as a decision-making team that uniformly considers information collected on student referrals. The team decides if it is appropriate to proceed with formal evaluation. Factors to be considered in this screening process should include the strength of the evidence of the student's advanced learning needs, when the student was last evaluated for gifted education services, the performance levels of any previous gifted education referral, or circumstances that would indicate those assessment results are no longer valid.

The Student Search Team may include the gifted contact, a gifted endorsed classroom teacher, and one other qualified staff member in the building, not to include the principal. Alternatively, the school may select three individuals (not to include the principal) to serve as a standing Student Search Team.

### ***School Eligibility Committee***

This team reviews assessment results and makes recommendations concerning eligibility for gifted education services. An example of an effective School Eligibility Committee could be the gifted contact from each school in a cluster serving as an eligibility committee for the entire cluster (elementary, middle, and high). Another example could be the gifted contacts from three elementary schools/middle schools/high schools establishing a team to evaluate the eligibility files for their specific levels for a total of a three-member team. School Eligibility Committees must consist of HCS GSTs and SALCs from outside the students, home school.

### ***Purpose of the Teams***

- Serve as a *source of inter-rater reliability*: This means that the gifted contact from the school should not be the only person reviewing assessment results.
- Serve as *quality control for process and procedure*: Each member of the team should have access to all data collected on students that are being considered for eligibility. Team members should review the data to ensure that it was collected in a proper manner. These teams should also provide feedback to the referring contacts in the event that a procedural issue has been determined.

### ***Documentation***

When a Student Search Team/Eligibility Committee evaluates nominated students, the team chairperson or the designated individual must document the following:

- The date of the meeting/decision,
- The committee members present,
- The names of the students who were considered,
- The source of the nomination (automatic, teacher, parent, etc.), and
- The team's decisions and rationale for those decisions regarding whether each student who was considered should be referred for formal evaluation.

### **Eligibility Review**

- Review:** A student and/or parent(s)/guardian(s) who are not in agreement with the eligibility decision may ask the Eligibility Committee to review the decision and modify it. The request to review the Eligibility Committee decision must be made to the principal or designee within 10 school days of receiving the initial decision. The committee will review the eligibility decision based on the following factors: evaluation process, evaluation assessments, and/or new information/data presented by the parent/guardian. The Eligibility Committee shall make a determination as to whether modification is warranted and issue a written response to the request within 15 school days.

- B. **Appeal:** If the student and/or parent(s)/guardian(s) is not satisfied with the committee's response, he/she may appeal to the principal for an additional review within 15 school days of the issuance of the eligibility decision. The principal shall make a determination as to whether a modification is warranted based on evaluation process, evaluation assessments, and/or new information/data presented by the parent/guardian and issue a written response to the appeal within 15 school days.
- C. **Final Appeal:** In the event that an additional appeal is requested by the student and/or parent(s)/guardian(s), the final decision on eligibility will be made in collaboration between the principal, the Advanced Learning Coordinator, and the applicable Assistant Superintendent of Leadership. The request to review the principal's response to the appeal must be made to the Advanced Learning Coordinator within 10 school days of receiving the appeal response. The collaboration's final decision about any change to an eligibility decision shall be issued in writing within 10 school days.
- D. Any change of an eligibility decision, issued after the original eligibility decision has been communicated, should be accompanied by a note of explanation in the student information system. A new Eligibility Report should be generated and saved in the student's records, both digital and physical.

## Student Records

A gifted data file should be created for each student evaluated for gifted education services. Schools shall store these files in a secure location. Records shall be retained until two years after a student's graduation from high school.

## Placement of Eligible Students

Within 20 school days of the completion of the assessment process, parents will be notified in writing of their child's evaluation results and of the opportunity for a parent conference. Qualifying students will be eligible for placement immediately after a parent/guardian grants permission for the student to receive gifted education services; however, schools may choose to delay providing services until the fall for students identified in the spring.

- A. The GST or SALC will notify parents/guardians in writing of the child's eligibility to receive gifted education services and will obtain their written permission to serve the child.
- B. The GST or SALC will provide the following for parents:
  1. *Consent for Placement*
  2. Henry County Gifted Education Services *Continued Participation* document
  3. *Eligibility Report* (upon parental request)
- C. Upon establishing the student's eligibility for gifted education services, the GST or SALC shall maintain the student's gifted services file as follows:
  1. Paper copies of all records stored in a secure location in the GST/SALC's classroom.
  2. A copy of the signed Eligibility Report and the Consent for Placement form in the student's permanent file in the school's vault.
  3. A digital copy of the signed Eligibility Report and the Consent for Placement form will be generated and stored in Infinite Campus.

## Delivery Models

Gifted education services in the Henry County School System complement other educational services while incorporating age-appropriate delivery models for differentiating instruction to meet the needs of gifted learners.

- **Resource (K-8):** This model allows students to be pulled out of regular instruction to receive enrichment and exploration. Learning experiences have an academic content foundation based on the Georgia learning standards and Henry County Teaching and Learning Standards but focuses on interdisciplinary enrichment

activities rather than any one content area.

- **Advanced Content (3-12):** This gifted delivery model provides gifted learners with advanced instruction in a specific academic content area through a locally developed, Local Board of Education-approved course designed to meet the unique needs of gifted students. Students are grouped with peers of similar ability and aptitude and engage in rigorous, accelerated, and enriched learning experiences that promote critical thinking, creativity, problem solving, and independent inquiry. Instruction is aligned to grade-level standards while extending beyond the regular curriculum in depth, complexity, and pace to ensure continuous academic growth for gifted learners.
- **Gifted Cluster Grouping Model (1-8):** This is a service model in which identified gifted students are intentionally placed together in a heterogeneous classroom setting to receive differentiated instruction designed to address their advanced learning needs. In this model, a cluster of gifted students (recommended 6–8 students) is assigned to a teacher who holds the required gifted credentials and provides appropriately differentiated instruction aligned to Georgia standards. Differentiation must include advanced content, instructional strategies, pacing, process skills, and assessments, and must be documented through individual or group academic contracts. This model ensures gifted students receive consistent access to rigorous instruction while remaining part of the general education classroom environment. es using the Cluster Group Model. Students may only receive two segments of gifted services using the Cluster Group Model.
- **Advanced Placement (9-12):** The Advanced Content model at the high school level may include Advanced Placement (AP) courses in English language arts, mathematics, science, social studies, world languages, fine arts, computer science, and CTAE content areas. These courses are designed for academically advanced students and provide differentiated curriculum, instructional pacing, teaching strategies, and assessments aligned to the College Board AP framework. Districts may also include non-identified students who demonstrate exceptional ability and motivation in a specific content area. The local board of education must maintain course descriptions aligned to the AP framework. In order for gifted students enrolled in AP courses to generate gifted FTE funding, teachers must hold appropriate GaPSC content certification and either possess or be actively pursuing gifted endorsement/certification, or have completed the appropriate College Board Advanced Placement Summer Institute (APSI) training for the specific AP course along with a minimum 10-hour professional learning course focused on the nature and needs of gifted learners and curriculum differentiation for gifted students.

## **Instructional Programming & Curriculum**

Instructional programming for gifted students aligns with the Georgia standards. Instruction focuses on enriching and extending students' learning through engagement with advanced, conceptually challenging, in-depth, and complex content. Using principles of differentiation, teachers collaborate to develop instructional approaches in which teaching strategies, learning experiences, and expectations of student mastery have been adjusted in response to the diverse needs and characteristics of gifted students.

Each student should have access to differentiated learning experiences that meet his or her area(s) of strength. Schools may modify instruction in the areas of math, science, social studies, English/language arts, world language, fine arts, and CTAE.

### **Gifted Resource**

During gifted resource, Henry County Schools utilizes interdisciplinary units that strengthen students' critical thinking, problem solving, and creativity. The Georgia standards-based curriculum allows students access to deeper learning and enrichment. Provides an academically challenging environment where students engage in higher-order reasoning and set high standards for work.

### **Instructional Strategies**

- Applies research-based gifted instructional strategies
- Promotes research and inquiry that relates the Georgia standards to real-world problems
- Encourages students to formulate open-ended research questions
- Allows students to develop solutions to real-world problems
- Utilizes open questions targeted towards higher order thinking and reasoning
- Incorporates multiple sources and multimodal text in research projects
- Engages students in self-evaluation and reflection through the use of student rubrics

#### Differentiated Instruction

- Units are differentiated in content, process, pacing, and product.
- Teachers use formative and summative assessment data to inform small group and whole group instruction and provide feedback to students.

### **Advanced Content or Advanced Placement**

The advanced content teacher uses the Local Board of Education-approved curriculum that is designed to meet the unique needs of gifted students. Advanced content courses extend learning beyond the grade level course framework. Advanced content courses engage students in deeper content knowledge, critical thinking, authentic learning, and academic communication. This is evident in the following four (4) principles included in advanced content courses:

The Advanced Placement teacher utilizes academically advanced curriculum, instructional pacing, teaching strategies, and assessments aligned to the College Board AP framework.

#### Instructional Strategies

- Requires analysis, evaluation, and synthesis of content
- Encourages academic and evidence-based discourse and writing
- Integrates technology where appropriate
- Integrates higher order questioning
- Incorporates research and inquiry that relates the Georgia standards to real-world problems
- Includes close observation and analysis

#### Differentiated Instruction

- Utilizes formative and summative assessment data to inform small group and whole group instruction and provide feedback to students.
- Units are differentiated in content, process, pacing, and product.
- Includes peer collaboration
- Includes deeper or more complex resources to engage students at their level

### **Gifted Cluster Grouping Model**

The gifted cluster model provides differentiated instruction designed to address their advanced learning needs and provides appropriately differentiated instruction aligned to Georgia standards that is documented in through the Henry County Schools Advanced Learning Contracts.

#### Instructional Strategies

- Requires analysis, evaluation, and synthesis of content through research and product creation
- Encourages academic discourse and writing
- Integrates technology where appropriate
- Incorporates multiple sources and multimodal text through research projects
- Provides opportunities for inquiry that relates the Georgia standards to real-world problems

#### Differentiated Instruction

- Utilizes formative and summative assessment data to inform small group and whole group instruction and provide feedback to students.
- Units are differentiated in content, process, pacing, and product.

- Includes peer collaboration
- Includes deeper or more complex resources to engage students at their level

### **XIII. Continuation**

#### **A. Continued Participation**

The progress of each student receiving gifted education services shall be reviewed each year, with progress and academic monitoring occurring at each grading period. Any student who demonstrates satisfactory progress of a grade of 80 or above in gifted education classes will continue participation in gifted education services for that course.

If a student does not maintain satisfactory progress in a gifted course, the parent(s)/guardian(s) will be notified and the student will be placed on probation in that course for a minimum of 18 school weeks or one semester. During the probationary period, the student will continue to receive services, but an improvement plan will guide expectations for performance in that course. If a student on probation makes satisfactory progress through the 18 weeks of probation, the student will be removed from probation and will maintain regular activity in gifted services.

Students who are placed on probation and do not make satisfactory progress as outlined on the student's improvement plan will be removed from gifted education services in that specific course. After a twelve-month period, students may request reinstatement of gifted services in that course.

Students may continue to receive gifted education services in other courses wherein they are making satisfactory progress.

#### **B. Probationary Guidance and Procedures**

1. For resource services, satisfactory progress is determined by the goals of the class. Significant documentation of the goals of the class and data of the student not meeting the goals must be provided before beginning the probation process. For graded courses, a grade of 80 or above indicates satisfactory progress.
2. Once it has been determined that a student is not making satisfactory progress in a gifted education class, the student will enter a probationary period. During the probationary period, the student shall continue to receive gifted education services while receiving additional support and attempting to achieve satisfactory performance status.
3. At the beginning of the probationary period, the supporting gifted teacher will contact the student's parents and teachers for the purpose of determining the source of difficulty. The teacher must schedule a meeting with the student's parent/guardian and teachers to discuss the continuation criteria, the student's data, and to develop an improvement plan that outlines specific goals and performance indicators a student must meet to be removed from probation.
4. If the parents are not able to meet in person then a virtual meeting will be planned with the gifted education teacher and the course teacher. The gifted education teacher shall send both written notice of the student's probationary status and the improvement plan to the student's parent/guardian along with continuation criteria.
5. The length of this probationary period shall be, at minimum, 18 weeks or one semester.
6. Students who do not demonstrate satisfactory progress as outlined on their improvement plan shall have a final review before cessation of services occurs. During the last week of the probationary period, the gifted education teacher will meet with the student's parent/guardian and teachers to determine the appropriateness of continued participation in gifted education services in the course. The gifted education teacher will record conclusions reached as;
  - a. Removal from probationary status
  - b. Continued probationary status due to unsatisfactory performance
  - c. Administrative withdrawal from gifted education services.

7. The form will be placed in the student's gifted services file and permanent records file.

### C. Withdrawal and Re-entry Procedures

1. When a student fails to make satisfactory progress in a gifted education course during a probationary period, an administrative withdrawal removes the student from gifted education services in the course for which the probation plan was implemented. Parents will be provided a written copy of the recorded action.
2. After one calendar year has passed following the administrative withdrawal, a parent or guardian may petition for the student to resume gifted education services in the course from which the student was withdrawn from gifted services. The School Eligibility Committee will review the student's academic records to determine whether gifted education is the most appropriate placement for the student.
3. The gifted education teacher will return a copy of the *Parental Request/Consent for Readmission* to the parent/guardian with the decision of the School Eligibility Team.

### D. Annual Continuation Review

Gifted education teachers shall review annually the progress of each student receiving gifted education services. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes.

### Data

Henry County Schools annually reviews statistical data on the number of students referred for evaluation of eligibility for gifted services, the number of students eligible for gifted services, and the number of students served during the school year. This data is analyzed to determine improvements needed in our talent development program and how students are evaluated for gifted services to increase access for gifted services.

The Advanced Learning Office evaluates gifted programming provided across the district using criteria developed by the GaDOE, existing data, and district priorities.

### Personnel

#### A. Certification

Personnel working as GSTs or SALCs must hold a Georgia educator certificate that reflects gifted endorsement. Classroom teachers working with identified gifted students are encouraged to complete the requirements for Georgia's Gifted In-Field Endorsement. Beginning in the 2026-2027 school year, teachers without a gifted endorsement, or who are not actively participating in a gifted endorsement program, will not be able to support gifted students on a .2 roster and so will not be able to generate FTE funding. However, non-gifted endorsed teachers will still be expected to provide instruction suited to the needs of advanced learners.

#### B. Professional Learning

The Henry County School System addresses the professional learning needs of personnel serving gifted learners in multiple ways, including (but not limited to) collaborative planning, webinars, workshops, designated sessions on district professional learning days, coursework, and access to professional literature. Teachers and administrative personnel are also encouraged to draw on other available resources such as college and university courses, the National Association for Gifted Children (NAGC), the Georgia Association for Gifted Children (GAGC), and the Georgia Department of Education.

# APPENDIX A

## Definition of Terms

**Acceleration** occurs when students move through traditional curriculum at rates faster than typical. In addition to acceleration of content within the classroom, acceleration may include grade-skipping, early entrance to kindergarten or college, dual-credit courses such as Advanced Placement and International Baccalaureate programs and subject-based acceleration (e.g., when a fifth-grade student takes a middle school math course).

– Adapted from NAGC

**Advanced Placement Classes** are developed by the College Board and are offered to gifted students at the high school level. They are taught by teachers certified in the appropriate content areas and earn Georgia FTE funding if the teacher has completed specific subject training conducted by the College Board and has completed the Educating the Advanced Learner Course offered by Henry County Schools.

**Age Norms** compare a student's performance on standardized tests to the performance of other children his/her age.

**Assessment** encompasses all those functions in the testing and diagnostic process.

**Differentiation** is grounded in an understanding that curriculum and instruction promote learning and growth when they are linked to the specific, assessed needs and capabilities of the learners involved. Gifted and talented students learn more quickly than and differently from other children of the same age. They generally need less practice to master particular skills and are capable of intellectual engagement requiring greater complexity in the consideration of ideas and in completion of tasks. These learning characteristics suggest the need for curriculum, instruction, and assessment that are differentiated in level, complexity, depth, and pacing to ensure that gifted children have the opportunity to make continuous learning progress in school. Effective differentiation for gifted students consists of carefully planned, coordinated learning experiences that extend the core curriculum, combine the curricular strategies of enrichment and acceleration, and integrate instructional strategies that engage learners at appropriate levels of challenge. Such curriculum and instruction are typically coupled with flexible grouping strategies to promote effective classroom management. (NAGC Position Statement: *Differentiating Curriculum and Instruction for Gifted and Talented Students*)

**Eligibility Committee** - A committee of at least three people knowledgeable in gifted eligibility criteria that reviews relevant data and makes a determination concerning a student's eligibility for gifted education services. An example of an effective Eligibility Committee could be the gifted contact from each school in a cluster serving as an Eligibility Committee for the entire cluster (elementary, middle, and high). Another example could be the gifted contacts from three elementary schools/middle schools/high schools establishing a committee to evaluate gifted eligibility data.

**Gifted Student** - A student who meets the eligibility criteria as identified in State Board of Education Rule 160-4-2-.38 as defined in the *Georgia Resource Manual for Gifted Education Services*.

**Grade Norms** compare a student's performance on a standardized test with other students in the same grade regardless of age. Tests in the Achievement category, such as the *NWEA MAP* and the *Stanford Achievement Test* are grade normed tests.

**Mental Ability Test** is a standardized instrument designed to measure a student's aptitude for learning.

**Norm-Referenced Test** - Any assessment in which scores are interpreted by comparison with a norm, generally the average score obtained by members of a specified group.

**Qualified Evaluators** are experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted eligibility.

**A Structured Observation** is an occasion during which a student product or performance is formally evaluated on a rating scale of 1 – 100. When such a structured observation involves at least three judges and the student receives a superior rating with an average of 90 or above, a particular student product or performance may be used to meet qualifying criteria in *one* of these categories: achievement, motivation, or creativity. A second product or performance is required to qualify the student in another category.

**Superior Rating** is a score of 90 – 100 on a scale of 1 – 100.

# APPENDIX B

## Forms



**AUTHORIZATION FOR RELEASE OF CONFIDENTIAL INFORMATION GIFTED RECORDS**

**Student's Name:** \_\_\_\_\_ **Birth Date:** \_\_\_\_\_

Parent/Legal Guardian: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Address:** \_\_\_\_\_ **Home Phone:** \_\_\_\_\_

City/State/Zip: \_\_\_\_\_ Work Phone: \_\_\_\_\_

I authorize you to release all confidential records pertinent to gifted education services placement. I understand that the party receiving this information will not release it to a third party without my written consent. I may request and receive a copy of all transmitted records.

Signature of Parent/Legal Guardian

Date

**RECORDS BEING REQUESTED FROM:**

**RECORDS SHOULD BE SENT TO:**

School

School

Address

## Address

City/State/Zip

City/State/Zip

Phone

Phone

### Person Sending Records

Person Requesting Records



## Gifted Education Services

### Parental Request for Student Withdrawal

I request that my child, \_\_\_\_\_, be withdrawn from gifted education services.

Reason for withdrawal:

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In the event that a request is made to resume gifted education services in the future, I understand that my child must meet continuation criteria for gifted education services.

\_\_\_\_\_  
Signature of Parent/Legal Guardian

\_\_\_\_\_  
Date



**Gifted Education Services**  
**Parental Request/Consent for Readmission**

I request that my child, \_\_\_\_\_, be reconsidered to receive  
gifted educational services at \_\_\_\_\_ School, provided my  
child is currently meeting HCS continuation criteria.

\_\_\_\_\_  
Signature of Parent/Legal Guardian

\_\_\_\_\_  
Date

**The form below is to be completed by authorized school personnel only.**

\_\_\_\_\_

\_\_\_\_\_ is currently **eligible** to receive gifted education services.

\_\_\_\_\_ is currently **ineligible** to receive gifted education services.

\_\_\_\_\_  
Signature of Eligibility Team Chair

\_\_\_\_\_  
Date



**Gifted Education Services  
Student Improvement Plan**

**Student Name:** \_\_\_\_\_ **Date of Probationary Meeting** \_\_\_\_\_

**Area(s) of Concern:**

**Goals for Improvement (Goals should be specific, measurable, and attainable within a specified time period):**

**How will the student's progress be measured? Identify specific performance indicators.**

**What are the specific dates of the probationary period?**

**At the end of this probationary period, there will be a meeting to determine the student's status.**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher Signature** \_\_\_\_\_ **Date** \_\_\_\_\_