



Gifted Education and Advanced Academics Program Manual

2023-2024

Table of Contents

Gifted Education Mission Statement.....	3
Definition.....	3
Gifted Education Goals	3
Referral, Screening, and Testing.....	5
Summary	8
Referral and Eligibility Process Chart	10
Continuation Policy	12
Curriculum Overview	18
Principles of a Differentiated Curriculum for the Gifted/Talented	18
Teachers of the Gifted.....	19
Elementary	19
Secondary	20
Multi-tiered System of supports (MTSS) and Gifted Learner Guidance.....	21
Advanced Placement Initiative.....	25
Advanced Academics	25
Quiz Bowl/Academic Team	25
Math Teams	26
History Day (6-12).....	26
Science Fair	26
Literary Competitions.....	26

Gifted Education Mission Statement

Georgia educators are committed to the belief that education is a means by which each individual has the opportunity to maximize his or her fullest potential. We believe that all students have a right to an educational experience that challenges their individual development and enhances their academic achievement. In accordance with this philosophy, the Bibb County School District provides educational programs that recognize and make provisions for the unique needs of gifted and talented learners.

Definition

A student who demonstrates a high degree of intellectual and/or creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities. A gifted student may demonstrate expertise and experience in the specific content area.

Gifted Education Goals

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

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

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

- Gifted students will develop and practice creative thinking and creative problem solving skills with a variety of complex topics within the area of study.

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

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

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

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

Rationale: *It is important to remember that throughout history we have recognized "giftedness" in individuals because of the impact they have made on other individuals and society at large through their products, whether the area of giftedness is art, science, leadership, literature, etc. feedback from real audiences provides gifted learners with a chance to further improve their communication skills. Internal motivation develops when students pursue ever-increasing levels of excellence in their final products and receive confirmation from real audiences that others value their intellectual and academic talents. Source: Georgia Department of Education Resource Manual for Gifted Education Services.*

- Gifted students will develop an understanding of self and how their unique characteristics may influence interactions with others.

Rationale: *Many gifted children experience difficulty in accepting some aspect of their giftedness. Their heightened self-awareness, accompanied by feelings of being different, can result in low self-esteem and inhibited growth emotionally and socially.*

Consequently, there is a need to provide gifted students with time for interaction with other gifted students, reflection, and discussion for the purpose of self-understanding. A strong aptitude for solving problems allows gifted students to deal effectively with these concerns when given the opportunity and guidance needed. This type of involvement can also help provide students with a foundation for leadership development. Source: Georgia Department of Education Resource Manual for Gifted Education Services.

Referral, Screening, and Testing

Referrals

Teachers, counselors, parents or guardians, peers, administrators, self and others may refer students for consideration for the gifted program. Each year, during a specified two-week period, teachers shall observe students looking for the Traits, Attitudes and Behaviors (TABs) of a gifted child. Any child who demonstrates in classroom performance five of the ten identified TABs shall be considered.

School principals, counselors and teachers shall also review the results of any norm referenced testing that is available. Any student with a 90th percentile composite score, a 90th percentile total reading (including reading comprehensive), or a 90th percentile total math shall be considered.

School principals, counselors and teachers shall also review the results of the Georgia Milestone Assessment System. Any student whose score is equal to or greater than the 90th percentile on the reading and/or math for that grade level will be considered for evaluation. The 90th percentile for each grade level shall be determined on the basis of the system wide scores. These criteria shall constitute an automatic referral procedure.

School principals, counselors and teachers shall also review the results of the district wide reading and math screener. Any student whose score that is equal to or greater than the 90th percentile will be automatically considered for evaluation. This criteria constitutes an automatic referral procedure.

The school gifted eligibility team shall review the records of any child under consideration for referral and will decide which students will warrant further evaluation. A child will be referred for further evaluation if his or her name is listed in a minimum of five categories on the TABs or additionally demonstrates one of the following: documented above grade level performance, qualifying achievement tests scores, documented outstanding products or performances, or a GPA at or above 3.5 on a 4.0 scale.

Appropriate referrals will be compared to the list of students evaluated the previous year. Students will only go into full referral every two years. In the second year files may be reopened and additional information added. Tests given the year of the initial referral will not be re-administered.

The following list are approved instruments that can be used to assess students in mental ability, achievement, motivation, and creativity: Cognitive Abilities Test (CogAT), Naglieri (NNAT3), IOWA Assessments, Torrance Test of Creativity (TTCT), Renzulli-Hartman, and Hawthorne. Products and performances will also be evaluated.

Consent

Written consent shall be obtained from parents before the evaluation process is begun. Once parental permission for further evaluation has been secured, data will be collected in the following four areas: mental ability, achievement, motivation, and creativity.

Eligibility

To be eligible for gifted education services, a student must either (Option A) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a norm-referenced test of mental ability and meet one of the achievement criteria described in below under Achievement, or (Option B) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation.

Test scores used to establish eligibility shall have been administered within the past two calendar years.

Any data used in one area to establish a student's eligibility shall not be used in any other data category.

Mental Ability

The current edition of the Cognitive Abilities Test shall be administered. For Option A qualifying, K-2 must score at the 99th percentile and grades 3-12 must score at the 96th percentile. For Option B qualifying, K-12 must score at the 96th percentile. A second mental abilities test may be administered at the discretion of the school eligibility team to students who score at or above 90th percentile on one or more sections of the Cognitive Abilities Test.

Achievement

Scores that are available from an achievement test during the prior two years shall be entered on the referral form. Test scores may not be used if they are more than two years old. All students in grade 2 will be administered norm-referenced achievement tests. A second achievement test may be administered to students who score at the 88 percentile on the first achievement test administered. To qualify for achievement, students (K-12) must score at the 90th percentile total reading, total Math, or total battery sections of a norm-referenced achievement test.

Students may also qualify for achievement by having produced a superior student-generated product or performance. A superior performance/product is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified educators Performance/products must have been produced within the two calendar years prior to evaluation.

Creativity

Classroom teachers shall complete appropriate rating scales (Renzulli-Hartman, Creativity Characteristics and Motivation Characteristics for grades K-5 and the Hawthorne, Creativity and/or Motivation Characteristics for grades 6-12). Only one rating scale may be used for placement. Rating scales used to qualify students using creativity must equate to the 90th percentile.

A superior product/performance may be used to qualify students in the area of creativity for students in grades K-12. A superior performance/product is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified educators. Performance/products must have been produced within the two calendar years prior to evaluation.

The Torrance Test of Creative Thinking will be administered in cases where the school eligibility team or Gifted Director deems it necessary. The Bibb County Interview Scale may be completed on students in kindergarten through second grade at the discretion of the school eligibility team.

If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

Motivation

Classroom teachers shall complete appropriate rating scales (Renzulli-Hartman, Creativity Characteristics and Motivation Characteristics for grades K-5 and the Hawthorne, Creativity and/or Motivation Characteristics for grades 6-12). Only one rating scale may be used for placement. Rating scales used to qualify students using motivation must equate to the 90th percentile.

If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.

Grades (GPA) will be used to determine motivation for students in grades 6-12. Students in grades 6-8 must have an A average in core content areas (math, language arts, science, social studies, reading, and a full-year world languages). Students in grades 9-12 must have a 3.5 average on a 4.0 scale where a 4.0 = A and 3.0 = B, or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages. .

As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years

prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.

Teachers and/or counselors shall help the student in gathering any product/ performance information to be submitted as evidence of giftedness. The panel of qualified educators will consist of three or more educators. A gifted educator, a teacher based in the school that the child attends and a teacher not based in the school that the child attends shall evaluate any products/ performances submitted. All evaluators must have expertise in the content area of the product/performance and experience working with children of the age level being evaluated.

Existing information in all four areas will be entered on the eligibility sheets. Eligibility sheets will be forwarded to the office of gifted education where they will be evaluated to see if the student meets Georgia Department of Education criteria for placement in the Gifted Program. Parents shall be informed in writing of the student's eligibility status and shall be afforded an opportunity for a conference to discuss student eligibility criteria and placement.

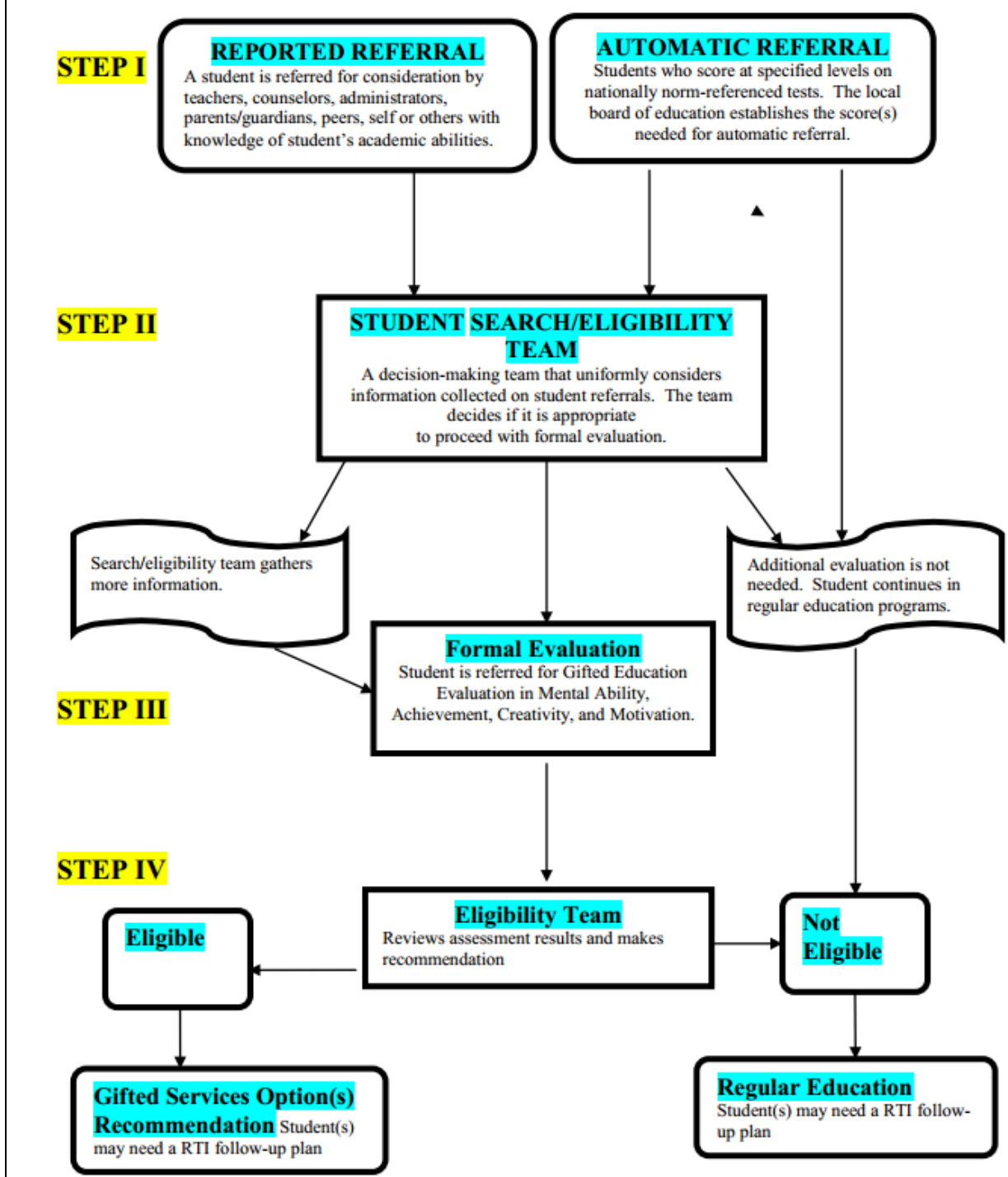
Assessment data from a private licensed psychologist or an accredited school may be used in the areas of mental ability, achievement, motivation, and creativity.

Summary

- System-Wide referral process begins in November of each year.
- The fall referral process occurs in July and August based on individual student needs. This process is only for those students not in the school system the previous year, or those students with pending eligibility due to additional testing.
- Procedures
 - a. In November each school sends a written notification to **all parents** regarding the gifted screening process.
 - b. The Director of Gifted Services emails the written notification form to all principals in early October.
 - c. The Director of Gifted Services sends a reminder email to all principals the last week of October regarding the referral and identification process.
 - d. During a two-week period in November, all teachers will observe their students for gifted characteristics using the TABS (Traits, Attitudes, and Behaviors of Gifted Students) document. A gifted certified staff member will review the TABS process with each school staff prior to the two-week referral period.
 - e. The eligibility team (composed of three or more educators/counselors, one of whom must be gifted certified) at each school examines the data and reviews evidence based on parent and teacher referrals. Any student with 90th percentile composite score, a 90th percentile total reading, or a 90th percentile total math on a norm-referenced test shall be considered. Milestones scores will be used only as a pre-screener.

- f. Each school eligibility team will notify the gifted office of the students recommended for testing.
- g. Teachers of the Gifted or Counselors will secure parent consent for testing.
- h. The school eligibility team may provide academic recommendations to the regular classroom teacher of those students who will not be tested.
System-wide testing will begin in the February.
- i. Parents will be notified by mail of eligibility in June. Parents must sign a Consent to Service form if the student qualified for services.
- j. Schools will notify parents about the types of services to be offered annually.
- k. Identified gifted students will receive a minimum of five segments of service per week or the yearly equivalent.
- l. The Bibb County School District honors in-state reciprocity for students who were identified and served in another Georgia school district.

Referral and Eligibility Process Chart



Source: Georgia Department of Education Resource Manual for Gifted Education Services

Gifted Education Eligibility Chart

- 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-referenced test.
- Any data used to establish eligibility in one category shall not be used to establish eligibility in 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.
- Assessment data from a private licensed psychologist or an accredited school may be used in the areas of mental ability, achievement, motivation, and creativity.

Category	Option A	Option B
	Student must have a qualifying score in the mental ability <u>AND</u> achievement categories.	Student must qualify in <u>three of the four</u> categories.
Mental Ability	<ul style="list-style-type: none"> ➤ Grades K-2 99th percentile composite score on a nationally age normed mental ability test. ➤ Grades 3-12 ≥ 96th percentile composite score on a nationally age normed mental ability test 	<ul style="list-style-type: none"> ➤ Grades k-12 ≥ 96th percentile OR appropriate component score on a nationally age normed mental ability tests.
Achievement	<ul style="list-style-type: none"> ➤ Grades K-12 ≥ 90th percentile Total Reading, Total math, or complete Battery on a nationally normed achievement test. 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Evaluation data required 	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ Evaluation data required 	<ul style="list-style-type: none"> ➤ Grades 6-12 Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, English/language arts, social studies, science and full year 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.

Source: Georgia Department of Education Resource Manual for Gifted Education Services

Continuation Policy

According to State and Bibb County Procedures, continued placement in the Program for the Gifted shall be based upon satisfactory performance in gifted education classes. The GADOE policy states:

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

1. The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the Local BOE.

2. The LBOE continuation policy shall provide for a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period and criteria for resuming gifted education services for such students.

In accordance to state BOE policy, **Bibb County** establishes the following guidelines:

Continuation Criteria- Elementary

For elementary students, satisfactory performance in the **gifted** classes shall be based upon the recommendation of the teacher of the gifted, with such recommendation to be based on required products, active participation, and regular attendance. A child who fails to meet this criterion will be placed on probation for one entire grading period. A Plan of Improvement will be written to include specific goals and evaluation criteria. At the conclusion of the probationary period, the Review Team meets again to discuss the student's progress. If the student has been able to meet the prescribed goals, placement in the gifted education program continues; if the goals have not met, gifted education services will be discontinued and parent(s)/guardian(s) are notified in writing, including specific criteria or conditions to be met for the student to resume gifted education services.

Academic Probation- Any student who fails to maintain satisfactory performance will be placed on probation for one grading period. **The student will continue to receive gifted education services while attempting to achieve satisfactory performance status.** The probationary period will end in one of two ways.

1. Successful completion of probation.

2. Removal from the gifted class at the end of the grading period.

Procedural details:

- The gifted education teacher will arrange a parent conference to explain the Academic Probation process. During this conference, the parent will sign the Parental Notification of Academic Probation Status in acknowledgement of his/her awareness of the student's academic status.
- Teacher and student will create a Plan of Improvement designed to help the student improve his/her performance.
- The Plan of Improvement may be modified and/or refined. (Parents will be notified of revisions)
- The gifted education teacher shall make the student's Plan of Improvement and/or Parental Notification of Academic Probation Status available for review by BOE and school administration and/or the student's parents.
- **The review team (gifted teacher, regular ed. teacher, administrator) will meet at the end of the probation period to determine if goals were reached and satisfactory performance was achieved.**

•
Probation successfully completed- The student will return to satisfactory performance status. Parents will receive written notification that the student has successfully completed his probationary period.

Withdrawal- The school shall provide a final review prior to discontinuing gifted services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period.

- A student who does show satisfactory performance as outlined in the Plan for Improvement shall be removed from the gifted class and placed in the regular education class.
- The gifted teacher will arrange a parent conference regarding withdrawal from the gifted class.
- At this time, the parent will acknowledge his/her awareness of the withdrawal by signing the Notification of Termination of Gifted Education Services.
- The gifted teacher will submit withdrawal information to the Director of Gifted Education.

Re-Entry after Withdrawal- Re-entry is available at the parent's request under the following conditions.

- The request for re-entry can only be made after a student has been withdrawn from the program for a period of a semester.
- The school will review the re-entry request and student academic progress to determine placement decisions.
- From the time of withdrawal to the time of requested re-entry, the student must have earned an "A" average in all academic classes combined.
- Re-entry will be considered on a case-by-case situation.
- Extenuating circumstances will be referred to the Director of Gifted Education.

Continuation Criteria-Middle School

For middle school, satisfactory performance in gifted education shall be based on maintaining passing grades in the gifted classes. Middle school students should not be removed from gifted level courses that they are passing without parent consent. Parents will be notified when a student's placement is in danger. They will be placed on academic watch when their grade is between a 70 to 75. They will be placed on academic probation if their grade falls below a 70. A student who fails a gifted level class will not be allowed to continue to take gifted level classes in that content area during the following semester. Upon satisfactory performance in subsequent level class in that content area for a time period no less than one semester, a student will be allowed to petition for reinstatement in a gifted level class. Students are to be removed at the end of the grading period.

Grades- Satisfactory performance is required for enrollment in the Bibb County Gifted Program and for continued services in gifted education classes.

- The student shall demonstrate satisfactory performance with a minimum of 70 average in each gifted education class each grading period.
- When a student earns a grade below a 75, then the student is placed on Academic Watch for that individual class.
- Any student failing to meet continuation criteria shall be placed on **academic probation** for a minimum of one grading period for that individual class.

Academic Watch- Academic Watch is designed for students whose grade is 75 or below in any gifted/honors/advanced content class. It consists of two components.

1. The gifted education will arrange a face-to-face conference to include the parent, student, and teacher.
2. Teacher and student will create a Plan of Improvement designed to help the student improve his/her grade. Parent signs the Plan of Improvement.

Procedural details:

- The gifted education teacher will arrange a parent conference to explain the Academic Watch process.
- If a student's grade in a gifted education class (honors, advanced content, or high school credit course) remains at 75 or less, the student will remain on Academic Watch.
- The Academic Plan may be modified and/or refined. Parents will be notified.
- If, at the end of the grading period (9 weeks), the student's grade rises above a 75, then the student is released from Academic Watch. If the grade is between a 70 and 75, they remain on academic watch and continue with Plan of Improvement.
- If at the end of the grading period (9 weeks) at student's grade drops below a 70, then they are put on Academic Probation for the next grading period.

Academic Probation-Any student who fails to maintain satisfactory performance with a minimum 70 average in a gifted education class shall continue to receive gifted

education services while attempting to achieve satisfactory performance status. The student shall be placed on probation for a minimum period of one grading period. This probationary period will end in of two ways.

1. Successful completion of probation
2. Removal from the gifted class at the end of the semester.

Procedural Details:

- The gifted education teacher will arrange a parent conference to explain the Academic Probation process. During the conference, the parent will sign the Parental Notification of Academic Probation Status in acknowledgement of his/her awareness of the student's academic status.
- Teacher and student will create/modify Plan of Improvement designed to help the student improve his/her grade.
- The Plan of Improvement may be modified and/or refined. Parents will be notified of changes.
- The gifted education teacher shall make the student's Plan of Improvement and/or Parental notification of Academic Probation Status available for review by BOE, school administration, and/or student's parents/guardians.

Probation Successfully Completed- The student will return to satisfactory performance status at the end of the 9 weeks if he/she has earned a grade higher than a 75. If the grade is between a 70-75, then the student returns to Academic Watch and those procedures are followed.

Withdrawal- The school shall provide a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period.

- A student who does not pass the gifted education class during the probation period shall be removed from the gifted class and placed in a regular education class for that subject.
- The gifted education teacher will arrange a parent conference regarding withdrawal for the gifted class.
- At this time, the parent will acknowledge his/her awareness of the withdrawal by signing the Notification of Termination of Gifted Education Services.
- The Gifted Lead Teacher will submit withdrawal to the Director of Gifted Services.

Re-Entry after Withdrawal- Re-entry is available at the parent's request under the following conditions:

- The school will review the reentry request and student record/academic progress to determine placement decision.
- A student must be withdrawn for at least one full semester before request for re-entry can be made.

- From the time of withdrawal to the time of requested re-entry, the student must have earned a state-mandated minimum grade of 3.5 in the in general education class for the subject that resulted in his/her removal.
- Re-entry may be considered only at the beginning of a semester.
- A student may reenter the gifted program with one or more gifted education classes without being retested for the gifted education program.
- Re-entry will be considered on a case-by-case situation.
- Extenuating circumstances will be referred to the Director of Gifted Education.

Continuation Criteria- High School

For high school, satisfactory performance in gifted education shall be based on maintaining passing grades in the gifted classes. High school students should not be removed from gifted level courses that they are passing without parent consent. Parents will be notified when a student's placement is in danger They will be placed on academic probation if their grade falls below a 70. A student who fails a gifted level class will not be allowed to continue to take gifted level classes in that content area during the following semester. Upon satisfactory performance in subsequent honors level class in that content area, a student will be allowed to petition for reinstatement in a gifted level class. Students are to be removed at the end of the semester.

GRADES - Satisfactory performance is required for enrollment in the Bibb County Gifted Program and for continued services in gifted education classes.

- The student shall demonstrate satisfactory performance with a minimum 70 average in each gifted education class each grading period (semester).
- Such classes shall include honors classes, IB classes, and AP classes.

ACADEMIC PROBATION - Any student who fails to maintain satisfactory performance (an average of at least 70) in a gifted education class shall continue to receive gifted education services while attempting to achieve satisfactory performance status.

- The student shall be placed on probation for one grading period (semester); this probationary period will end in one of two ways:
 1. Successful completion of probation
 2. Removal from the gifted class
- The gifted education will arrange a parent conference to explain the probation process. During this conference, the parent will sign the Parental Notification of Probationary Status in acknowledgement of his/her awareness of the student's probation.

Procedural Details:

- The gifted education teacher will arrange a parent conference to explain the Academic Probation process. During the conference, the parent will sign the Parental Notification of Academic Probation Status in acknowledgement of his/her awareness of the student's academic status.

- Teacher and student will create/modify Plan of Improvement designed to help the student improve his/her grade.
- The Plan of Improvement may be modified and/or refined. Parents will be notified of changes.
- The gifted education teacher shall make the student's Plan of Improvement and/or Parental notification of Academic Probation Status available for review by BOE, school administration, and/or student's parents/guardians.

PROBATION SUCCESSFULLY COMPLETED – The student will return to “satisfactory performance” status at the end of the following grading period if he has passed the gifted education class(es). The parent will receive written notification that the student has successfully completed his probationary period.

WITHDRAWAL – The school shall provide a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during probationary period.

- A student who does not pass the gifted education class during the probation period shall be removed from the gifted education class and placed in a general education class for that subject.
- The gifted education teacher and the Gifted Lead Teacher (GLT) will arrange a parent conference regarding withdrawal from the gifted class.
- At this time, the parent will acknowledge his/her awareness of the withdrawal by signing the Notification of Termination of Gifted Education Services.
- The Gifted Lead Teacher will submit withdrawal information to the Director of Gifted Education.

RE-ENTRY AFTER WITHDRAWAL - Re-entry is available at the parent's request under the following conditions:

- Re-entry may be considered only at the beginning of a semester.
- Each grading period from the time of withdrawal to the time of requested re-entry the student must have earned a minimum grade of 3.5 in the in general education class for the subject that resulted in his/her removal.
- A student must be withdrawn for at least one full semester before request for re-entry can be made.
- Extenuating circumstances will be referred to the Director of Gifted Education.

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. As described in the section on Reciprocity in the GaDOE Resource Manual for Gifted Education Services, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services

established by the LBOE of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.

Curriculum Overview

SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS requires

1. The local board of education shall develop curricula for gifted students that incorporate state board of education approved curriculum. Local board of education curricula for gifted students shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education. LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.

2. Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in the GaDOE Resource Manual for Gifted Education Services.

Principles of a Differentiated Curriculum for the Gifted/Talented

- Present content that is related to broad-based issues, themes, or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract, and/or higher level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.
- Encourage the development of products that challenge existing ideas and produce new ideas.
- Encourage the development of products that use new techniques, materials, and forms.
- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

Source: National/State Leadership Training Institute on the Gifted and Talented, *Developed by the Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickless)*

Teachers of the Gifted

Teachers of the gifted who serve students in grades K-5 collaboratively plan curriculum and receive professional development a minimum of five days per school year. All teachers of the gifted are required to have gifted certification. Teachers of the gifted will also participate in professional development at their school site. In addition, teachers participate in professional development in core content areas.

Elementary

The primary delivery model at the elementary level is the Resource Model. In addition to the Resource Model, some students receive service from the Collaboration Model based on student and school needs. At the elementary level, students are served one day a week using the Resource Model. The curriculum as mandated by the state is an interdisciplinary enrichment curriculum. All elementary gifted students receive at least five segments of gifted instruction per week.

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

Direct Services Resource Class (K-12)

1. All students must have been identified as gifted by SBOE criteria.
2. The curriculum must have an academic content foundation based on the Georgia curriculum standards, but it should focus on interdisciplinary enrichment activities and not any one content area.
3. The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level.
4. 71.2 course numbers should be used for scheduling.
4. Gifted students may receive no more than 10 gifted FTE segments per week of resource class service.

The curriculum activities and delivery models used in gifted programming should (a) be sensitive to the unique social and emotional needs of gifted students and (b) encourage the development of self-understanding. Source: *Georgia Department of Education Resource Manual for Gifted Education Services*.

Student achievement should be evaluated by using appropriate and specific criteria

based on the higher expectations we have for our most capable students. Source: *Georgia Department of Education Resource Manual for Gifted Education Services*.

The Bibb County School District's Elementary Gifted Curriculum presents content that is related to broad-based issues, themes, or problems and is integrated into multiple disciplines as recommended by the Georgia Department of Education Gifted Education Program. The content and skills are complex, abstract, and challenging. These curricula are connected to core content standards (Georgia Standards of Excellence).

Secondary

Cluster Grouping (K-12) Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level.

1. The regular classroom teacher must have a current GaPSC approved gifted endorsement.
2. A maximum of two gifted FTE segments per day may be counted at the gifted weight. The teacher must document the curriculum differentiation for the gifted student(s) by completing individual or group contracts which include the following requirements:
 - a. A description of the course curriculum which is based on Georgia standards that very clearly show how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for student(s) at that grade level.
 - b. It shall be noted in the lesson plans which show how the instruction is the meeting the gifted student(s) need an advanced curriculum in the content areas of English language arts, mathematics, science, social studies, and world languages; and
 - c. 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).

This model is primarily used at the Middle School level.

The Advanced Content Model is the primary model used to deliver gifted instruction at the secondary level. Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. In that case, the local district must establish criteria and guidelines that identify students who will be successful with the advanced curriculum to be offered in these classes. (Identified gifted students may also be required to meet the specific achievement criteria.) Source: *Georgia Department of Education Resource Manual for Gifted Education Services*.

- A. Advanced Placement (AP) Courses:
Content Teacher with appropriate content area GaPSC approved certification
AND one of the following:
 - 1) The teacher has a current GaPSC issued gifted endorsement/certificationOR

2) The teacher has completed the appropriate APSI training by the College Board for that specific AP course and has completed a 10-clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students.

B. International Baccalaureate (IB) Diploma Courses:

Content Teacher with appropriate content area GaPSC approved certification AND one of the following:

- 1) The teacher has a current GaPSC issued gifted endorsement/certification OR
- 2) The teacher has completed the appropriate training by IB for that specific Georgia Department of Education IB course and has completed a 10-clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students.

C. Gifted Honors and IB Middle Years Programme (IBMYP) Courses:

- 1) The teacher must have the appropriate content area GaPSC approved certificate in the specific honors course.
- 2) The teacher has a current GaPSC issued gifted endorsement.
- 3) In addition to a Georgia Teaching License and gifted endorsement, the IBMYP teachers must complete the appropriate professional development courses required by IBO.

Source: *Georgia Department of Education Resource Manual for Gifted Education Services.*

Additional information may be secured from <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>

<p style="text-align: center;">Multi-tiered System of supports (MTSS) and Gifted Learner Guidance</p>
--

How does gifted education fit into the Multi-Tiered System of Supports? All identified gifted education students can be served in the general education MTSS framework. The following information relates to the tiers within the gifted education program.

Advanced learning needs for the majority of students can be addressed in a general education classroom which offers a quality learning environment by providing instructional interventions prior to, or in lieu of, identifying students for specialized educational services. By documenting instructional interventions, the MTSS framework allows gifted and high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions. The MTSS process for referral, evaluation, eligibility, and instruction of gifted education students is set by the State Board of Education and defined in the Georgia Department of Education Resource Manual for Gifted Education Services.

When should students be considered for gifted education services?

If there is evidence that instructional modifications have not met a student's needs, local school districts should follow the student nomination and decision-making process outlined in the Georgia Gifted Education Resource Manual. Factors to be considered in the nomination process should include evidence of the student's advanced learning needs and the recency and performance levels of any previous gifted program referrals or placements.

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

Differentiation of curriculum for gifted learners is the process of adapting and modifying curriculum structures to address these characteristics and needs more optimally. Thus, curriculum goals, outcomes, and activities may be tailored for gifted learners to accommodate their needs. Typically, this process involves the use of the strategies of acceleration. Acceleration is a broad term used to describe ways in which gifted student learning may occur at a faster more appropriate rate throughout the years of schooling. It refers to content acceleration through compacting and reorganizing curriculum by unit or year, grade skipping, telescoping two years into one, Advanced Placement (AP), International Baccalaureate (IB), dual enrollment in high school and college or university, as well as more personalized approaches such as tutorials and mentorships that also would be sensitive to the advanced starting level of these learners (NAGC, 2011).

Additional information regarding Gifted Education can be found on the Georgia Department of Education website. The web address is:

http://www.gadoe.org/ci_iap_gifted.aspx

Instructional Options for Gifted and High-Ability Students

The needs of gifted and high-ability students vary widely; therefore, an array of instructional modification options should be available for all grade levels and content areas. Specific learner objectives are developed on a case-by-case basis. Tier 1, 2, and 3 options to consider include, but are not limited to, the following:

Acceleration (subject and whole grade)

An individual student moves to a higher grade for instruction in one or more subject areas, or a student skips a grade level to move to a higher grade than one more typical for the student's age group.

Assessments

Assessment measures should document where the student is in relation to normative expectations when compared with others of his or her same age and/or in relation to curriculum mastery for grade-level expectations. Early mastery of content may require the use of off-grade-level measures to accurately capture the child's learning levels. (Coleman, M.R. & Hughes, C., 2009).

Cross-Age Grouping/Multi-Age Grouping

Students of different ages/grades are grouped together for instruction for all or part of a day.

Curriculum Compacting: Curriculum a student has already mastered is eliminated. The student is then allowed to pursue alternative curriculum options.

Gifted Resource Classes/Enrichment Clusters

Students are grouped according to achievement levels for instructional purposes. The instructional focus is on an interdisciplinary curriculum.

Graduated Rubrics

The standard and level of student proficiency and accomplishments designed for students and teachers to measure learning outcomes are increased. Graduated rubrics offer clear expectations for quality and increasing levels of excellence to encourage optimum performance among highability learners.

Independent/Directed Study

A student participates in a self-initiated, teacher-directed, and approved course of study in an area of interest as described in a written contract which is based on curriculum standards, research, and planned presentations. Independent study encourages student autonomy in planning, research, and problem-solving.

Internship/Mentorships

A student works with a mentor to explore a potential career choice. The internship/mentorship teacher maintains close contact with both the participating student and the selected mentor to ensure acceptable progress towards the student's individual career goals.

Interest Centers

Centers placed within the classroom that link curriculum topics to areas of student talent and interest in depth and breath.

Subject Grouping Within Class/Gifted Cluster Classes

Students are grouped/clustered according to achievement, within a regular education classroom, for instruction in one or more subjects.

Subject Grouping across Teams/Classes

Students are grouped according to achievement and go to a different classroom or team, within the same grade level, for instruction in one or more subjects.

Subject Advancement across Grades

Students are grouped according to achievement, in a higher-grade level, for instruction in one or more subjects. Tiered Assignments are designed to meet the varying ability levels of students.

Tiered Products

Products are designed to meet the varying ability levels of the students.

Instructional Modification Options for Gifted and High-Ability Students In a differentiated classroom, teachers differentiate content, process, product, and assessments according to a student's readiness, interest, and learning profile.

- Content –the State Board of Education adopted curriculum standards the student is expected to master and related support materials.
- Process – instructional strategies designed to ensure that students acquire a deep understanding of the curriculum standards.
- Products - vehicles through which students demonstrate and extend what they have learned.
- Assessment- formative and summative - on and/or off-grade-level monitoring to document student’s mastery of curriculum standards and learning levels.
- Readiness - a student's entry point relative to a particular understanding or skill.
- Learning Profile - how an individual student learns.
- Gifted Education Tier 1, 2, and 3 instructional and management opportunities with varying degrees of preparation might include:

TABLE 2: Differentiation Table

Tier 1	Tier 2
Flexible-learning Groups by Readiness, Interest, Learning Profiles	Gifted Education Cluster Classes
Choice of Books	Gifted Education Collaborations Classes
Homework options	Tiered Activities and products
Use of Reading Buddies	Use of Literature Clubs
Various Journal Prompts	Multiple Testing Options
Student/Teacher Goal Setting	Multiple Texts
Varied Pacing with Anchor Options	Alternative Assessments
Work Alone or Together	Subject Advancement within Class
Flexible Seating	Curriculum Compacting
Varied Scaffolding	Tiered Centers
Varied Computer Programs	Spelling by Readiness
Design-A-DAY	Varying Organizers
Varied Supplemental Materials	Community Mentorships
Computer Mentors	Stations
Think-Pair-Share by readiness, Interest, Learning Profiles	Group Investigations
Open-ended Activities	Students are Assessed in Multiple Ways

Explorations by Interest	Student choice in selecting learning activities
Options for Competition	Simulations
Tier 3	
Advanced Content English/Language Arts, mathematics, science and/or social studies courses	Above grade level accelerated English/language arts, mathematics, science and/or social studies courses
Resource Classes	Advanced Placement Classes
Independent/Directed Study	International Baccalaureate Classes
Socratic Seminars	Internships/Mentorships
Whole Grade Acceleration	

Advanced Placement Initiative

The Advanced Placement Initiative provides additional academic opportunities to secondary students in preparation for their post-secondary program of study. College Preparatory and Career Tech students are encouraged to participate in Advanced Placement courses according to their academic strengths and interests.

<http://apcentral.collegeboard.com/home>

Advanced Academics

The Bibb County School District offers multiple opportunities for all students to expand their achievement and performance beyond the classroom. Advanced Academics is the supportive end of Instructional Services with emphasis on student involvement. Its main purpose is two-fold. First, it is to motivate students to learn; secondly, to give students an opportunity to showcase academic skills and participate in a variety of appropriate, meaningful and rewarding academic activities. All students have talents that can be nurtured and molded into a productive resource. Educator's responsibility lies within the development of those talents through academics to prepare them for our competitive global society. Advanced Academics framework supports all countywide academic competitions (Math, Social Studies, Science, Technology, Literary-Debate and Writing, and Quiz Bowls).

Quiz Bowl/Academic Team

Quiz Bowl/Academic Teams are established each year consisting of students chosen from fourth through twelfth grade. A faculty member serves as the coach, and countywide competitions are held annually. Each team competes in the following:

- Elementary Quiz Bowl Team: Two or more 4th and 5th grade competitions.
- Middle School Academic Team: Compete in at least eight competitions.

- High School Academic Team: Compete in at least eight competitions.

Middle and high school teams compete in academic bowl competitions across Georgia. Countywide competitions are held annually.

Math Teams

Math teams are established for elementary, middle, and high school competitions. A faculty member serves as the coach. Elementary Math Teams and Math 24 Teams compete on multiple levels. Middle and high school teams may compete in local and state competitions.

History Day (6-12)

The mission of National History Day is to provide students with opportunities to learn historical content and develop research, thinking and communication skills through the study of history and to provide educators with resources and training to enhance classroom teaching.

National History Day (NHD) is a highly regarded academic organization for elementary and secondary school students. For more than 25 years NHD has promoted systemic educational reform related to the teaching and learning of history in America's schools. The combination of creativity and scholarship built into the organization's programs anticipated current educational reforms, making NHD a leading model of performance-based learning.

Source: *NHD National History Day* <http://www.nhd.org>

Science Fair

The Bibb County Science Fair is an annual event that presents exhibitions of work prepared by students in grades three through twelve. The fair gives students the learning experiences that help young people meet the challenges of the future. By participating in the fair, students learn how to isolate, attack, and solve important problems, all within the framework of organized, logical thought and study. Each school coordinates their in-school Science Fair and enters their ten best projects into the Bibb County Science and Engineering Fair.

Literary Competitions

Bibb County high schools participate in the Georgia High School Association Literary Competitions. These events include debating, extemporaneous speaking, one act plays

and essay competitions. The Bibb County School District supports literary activities based on the participation of each school. It uses (already established) Debate Teams, Drama Clubs (for one-act play competitions), public speaking competitions, and Young Georgia Author participants (in essay writing).