



**Gifted Program Handbook  
2017-18**

## ELEMENTARY SCHOOL

Elementary school students identified as gifted in Walton County are served in at least one (more if staffing allows) of the following instructional models: resource, cluster, collaboration and / or advanced content.

Students who have participated in the Elementary Gifted Education Program for a minimum of two years will demonstrate skills in self-directed learning, critical thinking, research, communication, and creative expression. These skills will be evidenced through the development of innovative products and performances that reflect the individuality, creativity, and advancement of students when compared to peers of similar age, experience, or environment.

Examples of developing skills in self-directed learning might involve the use of technology, verbal and written communication skills, an independent research project, production, play, etc., based on an area of interest to the student. Self-directed learners will be able to set realistic goals, plan a course of action, manage time wisely, organize materials, demonstrate initiative, persist in completing difficult tasks, demonstrate elaboration and attention to detail in product or performance, and demonstrate independence in work habits.

Teachers will use the Georgia Standards of Excellence or Georgia Performance Standards in the areas of Math, Science, English Language Arts, and Social Studies as a curriculum guide. In addition, independent learning, service to others, creativity, problem solving, good citizenship, and critical thinking will be integrated throughout the curriculum. Teachers are encouraged to participate in professional learning activities that are designed to increase subject matter knowledge, improve the use of curricula and help design a variety of instructional strategies. They also are expected to use appropriate assessment tools to help foster growth and learning for the gifted and talented students they serve.

Advanced content courses are offered in the students' areas of strength in content areas of Reading/ELA and Math. Gifted students are recommended for participation in advanced content classes based upon previous performance, area(s) of strength, annual teacher recommendation, annual gifted program reviews, and achievement data. Accelerated pacing and enrichment activities encourage students to reach individual potential in their area(s) of strength and interest.

**Critical thinking skills** will be developed through application of rules of logic, spatial relations, reasoning, applying scientific process skills, problem solving skills, and demonstrating computer literacy. Future problem solving, deductive reasoning exercises, and other brain-based activities may be used to develop these skills.

**Research and processing skills** will be developed through student interest driven projects. Demonstrated skills may include choosing and narrowing, or broadening topics as necessary.

Using appropriate resources, both print and non-print material, will demonstrate ability in data collection. Students will demonstrate note-taking skills and proper information organization in the early stages of data collection. Acknowledging sources in proper bibliography form must also

be mastered. Using media necessary to produce and present ideas will be a final demonstration of research skills.

Gifted students must be able to **communicate** their ideas clearly through a variety of styles of public speaking. They must also demonstrate the ability to communicate through various genres and styles of writing. Improved vocabulary and word processing skills will enhance both of these goals.

The **creative process** will be used throughout the described program. Creativity will be demonstrated through risk taking, originality of idea generation, and product elaboration. Fluency and flexibility during brainstorming sessions will demonstrate a free, creative thinker.

## MIDDLE SCHOOL

Gifted students at the middle school level in Walton County are being served through content areas using at least one (more if staffing allows) of the following instructional models: cluster, collaboration, and advanced content.

Enhanced curricular offerings afford the student opportunities for individual growth and excellence in academic knowledge. Gifted students in middle school receive course work that extends beyond that of regular education students. Students are expected to explore the content with more extension, enrichment, and acceleration. Students are presented with a curriculum that extends deeper and with greater detail into the subject matter. A greater emphasis is placed on research and writing skills. Gifted students are expected to demonstrate knowledge by completing performance tasks in essays, scenarios, and project-based applications.

Advanced content courses are offered in the students' areas of strength in content areas of Reading/ELA, Math, Social Studies, and Science. Gifted students are recommended for participation in advanced content classes based upon previous performance, area(s) of strength, annual teacher recommendation, annual gifted program reviews, and achievement data. Accelerated pacing and enrichment activities encourage students to reach individual potential in their area(s) of strength and interest. The curriculum is presented to the students at a faster rate (more curriculum compacted into less time) or in greater depth. The extra time that is created can be used for student explorations into areas of strength or interest. Advanced content accelerated activities can be selected that build on a student's strength and can be tied into the course work. For example, students who are strong in math may be taught to use statistics to analyze laboratory data. Opportunities for exploration of topics related to the course material will be provided and encouraged.

Connections classes for gifted students offer additional opportunities such as research, critical thinking, foreign language, journalism, advanced drama, music, art, and technology. Teachers will use the Georgia Standards of Excellence or Georgia Performance Standards in the areas of math, science, English Language Arts, and social studies as a curriculum guide. In addition, independent learning, service to others, creativity, problem solving, good citizenship, and critical thinking will be integrated throughout the curriculum. Teachers are encouraged to

participate in professional learning activities that are designed to increase subject matter knowledge, improve the use of curricula and help design a variety of instructional strategies. They also are expected to use appropriate assessment tools to help foster growth and learning for the gifted and talented students they serve.

Examples of developing skills in self-directed learning might involve the use of technology, verbal and written communication skills, an independent research project, production, play, etc., based on an area of interest to the student. Self-directed learners will be able to set realistic goals, plan a course of action, manage time wisely, organize materials, demonstrate initiative, persist in completing difficult tasks, demonstrate elaboration and attention to detail in product or performance, and demonstrate independence in work habits.

**Critical thinking skills** will be developed through application of rules of logic, spatial relations, reasoning, applying scientific process skills, problem solving skills, and demonstrating computer literacy. Future Problem Solving, deductive reasoning exercises, and other brain-based activities may be used to develop these skills.

**Research and processing skills** will be developed through student interest-driven projects. Demonstrated skills may include choosing or generating investigative problems or topics, developing appropriate research design and tools, as well as, utilizing and citing appropriate sources and methods. Using appropriate resources, both print and non-print material, the student will demonstrate ability in synthesizing data. Using media necessary to produce and present ideas to authentic audiences will be a final demonstration of research skills.

Gifted students must be able to **communicate** their ideas clearly through a variety of styles of public speaking. They must also demonstrate the ability to communicate through various genres and styles of writing. Students will demonstrate proficiency in collaborating with other students to produce high quality work.

The **creative process** will be used throughout the described program. Creativity will be demonstrated through risk taking, originality of idea generation, and product elaboration. Fluency and flexibility during brainstorming sessions will provide practice in problem solving and creativity.

## **HIGH SCHOOL**

Gifted students on the secondary education level will work with counselors, parents, and advisors in selecting career pathways that further develop their areas of interest and expertise. Academic and extracurricular activities will challenge and broaden the depth of student learning. To best meet these needs, gifted students are served in content-driven delivery through at least one (or more if staffing allows) instructional model of resource, cluster, collaboration, mentorship/internship, directed study or dual enrollment. Ninth through twelfth grade students can have differentiated instruction and/or **advanced content** in one or more core academic subjects: English, social studies, math, and science. Additionally, high school students can take Advanced Placement courses.

Gifted students are served in classes with teachers who have the gifted certification in their subject areas or with **Advanced Placement** certified teachers who also have 10 hours of required gifted courses along with meeting College Board requirements.

A separate elective for gifted students entitled **Directed Study** is available with curriculum emphasis using the Georgia Standards of Excellence or Georgia Performance Standards matched to the student's identified area of interest.

**Mentorship/Internship (9-12)** – A gifted student will work with a mentor to explore a profession of interest. The gifted education specialist maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals. One or two instructional segments per day may be counted at the gifted weight for students participating in the gifted mentorship/internship program. The student's individual contract will document the work to be done, the learning objectives for the gifted student, the dates and the amount of time the student will participate in the internship/mentorship, the assessment procedures used (e.g. expected outcomes or products), and the responsibilities of the gifted education teacher and the mentor.

**Dual Enrollment/Postsecondary Options**— High school students may be enrolled in college, university, or technical school courses. Students enrolled in such courses receive both high school and college credits. Students served through joint enrollment must meet state regulations for attendance and must be present on the secondary campus. This coursework does not receive gifted credit but is an excellent opportunity for some gifted students.

### **Nomination, Referral, Screening, Evaluation, and Eligibility Process**

Each school in Walton County Public Schools will have a Gifted Eligibility Team (GET) to oversee the nomination, referral, screening, and eligibility process. The Gifted Eligibility Team has the following responsibilities to ensure that students are properly identified and served:

1. Meet monthly to review referrals and evaluative data.
2. Communicate with parents; obtain signatures on consent letters (screening/evaluation, and eligibility summary).
3. Complete Gifted Referral / Evaluation Check List.
4. Complete Eligibility Report when the student evaluation has been completed.
5. GET Chairperson and/or gifted teacher meets with parent(s) to review eligibility team recommendation and program goals if applicable.
6. Update gifted data.
7. Provide appropriate documentation to accurately report semi-annual FTE data.

#### **STEP 1 – REFERRAL**

- Referrals may be made by parents, teachers, peers, administrators, or the students themselves.
- System wide Test Scores - The eligibility team will review any system wide norm referenced test results to determine which students meet criteria for automatic referral.

- A student may be referred for formal evaluation in Walton County once in grades K- 1, 2-3, and 4-5, once in middle school, and once during high school with follow up as needed. However, talent searches and screenings occur yearly through collection of data indicating talent. Planned experiences may be completed in January and February of each year for kindergarten and first grade. (See section 8)
- Assessment data which was gathered and analyzed by a source outside the system will be considered, but will not be substituted for data the school system generates. Outside evaluations will not be the sole source of assessment data.

## Referral Types

### 1. Automatic

Eligibility Teams will review any system-wide test scores and will screen students whose scores meet the following criteria:

- a. A mental ability score at the 96%ile or higher (component or composite).
- b. A grade normed achievement test score at the 90%ile or higher ( total battery, total reading or total math.)

### 2. Teacher

Teachers are a valuable source for recognizing characteristics of gifted learners.

- a. Students who demonstrate high achievement, produce creative products, and/or “stand out” as exceptional may be referred.
- b. Students whose names appear in at least five categories of the CISS form are considered for referral.

### 3. Parent

### 4. Self

### 5. Peer

### 6. Other: Counselor, administrator, community member, etc.

Referrals from #s 3, 4, 5 and 6 will be developed in collaboration with the classroom teacher. Together they will complete the referral form and/or possible teacher recommendation form.

## Referral Process

1. The classroom teacher gathers all available data relative to students to be considered for gifted eligibility.
  - a. The classroom teachers can use the Student Referral/Eligibility Record based upon the CISS descriptors to observe students and identify characteristic behaviors attributed to gifted students.
  - b. Four times during the year (following district referral calendar) teachers will nominate students on the designated form to the eligibility team chairperson.

- c. Referrals are made by completing the Initial Referral for Gifted Education Program Services Form F-4.
2. The classroom teacher should have all of the following documents available for the eligibility team:
    - a. Completed teacher recommendation form – SEP Form
    - b. Student’s permanent record profile, GEORGIA MILESTONES, Rigby, STAR, Informal Reading Inventories, running records, Writing Test scores (predictor, state, Georgia High School Writing Test), transcripts, PSAT, Grade Point Average, standardized test scores).
    - c. Universal screener scores: May include but not limited to Academy of Reading and AIMS web.
  3. An **Eligibility Team Meeting** is held to review presented data.
    - a. The Gifted Eligibility Chairperson should conduct monthly eligibility meetings. The purpose of the meeting is to review all data relevant to referred students, begin documentation on the Gifted Referral / Evaluation Checklist, and make recommendations for evaluation and possible placement into the gifted program.
    - b. The team should consist of at least three people and should include:
      1. Gifted program teachers
      2. Local school administrator
      3. Gifted Eligibility Team Chairperson
    - c. The referring teacher should present all data relative to the referred student to the eligibility team.
    - d. Assessment data which was gathered and analyzed by a source outside the system must be considered, but will not be substituted for data the school district generates. Outside data will not be the sole source of assessment data.
    - e. When a Student Search/Eligibility Team or a designated professional staff member screens nominated students, the Eligibility Team Chairperson or the designated individual must document the following:
      - the date of the meeting/decision
      - the committee members present (if an Eligibility Team is used)
      - the names of the students who were considered
      - the source of the nomination (automatic, teacher, parent, etc.)
      - the committee’s/individual’s decisions and rationale for those decisions about which student(s) should be referred for formal evaluation

**Student data shall be kept by grade level, gender, and ethnic group.** This data shall be reviewed at least annually as part of the local system’s formative evaluation of gifted program services. The nomination process should be carefully scrutinized for any factors which may be contributing to under-representation of some groups of

students in the system's program for gifted students. The nomination, decision-making, and formal referral data must be summarized and reported upon request to the Department of Education as part of the system's evaluation report.

### **Recommendation Options:**

Once existing data is reviewed by the eligibility team, a recommendation is made as to the next step in the referral process for each student.

- a. Student meets criteria without further testing:
  1. Complete the Eligibility Report, obtain parental consent for placement, place child in the gifted program, or
  2. Gifted program teacher will collect data in other necessary categories and will schedule second meeting to discuss program options.
- b. Further assessment for the gifted program is not recommended at this time based on the data presented.
- c. Team recommends screening assessments administered by a member of the gifted eligibility team (Cogat or K-BIT and a (GRS) Gifted Rating Scale)
  1. Screening assessments requested are documented on the Gifted Referral/Checklist.
  2. Screening/ Evaluation Consent form signed by parent.
  3. Screening assessments completed and results presented to eligibility team.
  4. Eligibility team reviews screening data and makes recommendations.
  5. One of the following determinations will be made;
    - A. Student meets criteria without further testing.
    - B. Student needs further evaluation to determine eligibility.
    - C. Student does not qualify at this time.
- d. If student is recommended for further evaluation for the gifted program.
  1. Evaluations requested are documented on the Gifted Referral Checklist.
  2. Completed referral packet is sent to the Gifted Specialist at the BOE.

### **STEP 2 – EVALUATION**

#### **A. Referral Review**

1. The Gifted Evaluator reviews the file and schedules needed evaluations.
2. The Gifted Evaluator will arrange testing date(s) and location with the School Level Gifted Eligibility Chairperson.
3. Once evaluations are administered and scored the results will be sent to the School Level Gifted Eligibility Chairperson. The Gifted Eligibility Team will meet to make eligibility recommendations.



## B. Screening/Evaluation Components

1. Percentile ranking for mental ability tests is **grade** normed.
2. Percentile rankings for achievement tests and creativity tests are **age** normed.
3. Scores used for initial placement must be **no more than two years old** at the time of placement.
4. All tests and the edition of the tests administered must be approved by the GADOE.
5. Tests should be normed on a nationally representative sample that included minority representation.
6. Test development must have included a bias review.
7. Data will be collected and assessed in all four gifted criteria areas before eligibility is determined.

## C. Gifted Evaluator Responsibilities

1. Schedules evaluations at various schools.
2. Secures test protocols and materials.
3. Completes assessments as scheduled.
4. Scores test protocols, maintaining confidentiality of results.
5. Reviews score reports
6. Notifies Gifted Eligibility Team Chairperson to review data at the next Eligibility Team meeting.
7. Returns copies of data from student referral folder to eligibility chairperson.
8. Receives completed Eligibility Summary report from Gifted Eligibility Chairperson.

## STEP 3 – ELIGIBILITY DETERMINATION

### A. Student transferred from outside the state of Georgia.

1. A student who has transferred from outside the state of Georgia who has a current annual review from a gifted program is given priority on the eligibility team schedule to avoid interruption of gifted education instruction.
2. All records transferred from the previous school will be reviewed.
3. Additional testing will be requested as needed.

### B. Students transferring from within the state of Georgia (In-State Reciprocity)

1. Any student who meets the state eligibility criteria for gifted education services shall be considered eligible to receive gifted education services in the Walton County School District.
2. All gifted records from the previous school system must be requested, received, and reviewed.
3. The GET Chairperson must complete a WCPS Gifted Eligibility Summary Form and obtain parental consent for gifted services.

### C. Eligibility determination must include observational data completed by the classroom teacher, the gifted teacher, the Gifted Eligibility Team Chairperson, or the system evaluator.

D. To be eligible for gifted education services a student must either:

1. Score at the 99<sup>th</sup> percentile (for grades K-2) or the 96<sup>th</sup> percentile (for grades 3-12) on the **composite or full scale** score of a standardized test of mental ability (If using the KBIT, remember **composite** must be used) and meet the state criteria of 90<sup>th</sup> percentile level in the area of achievement. **OR**
2. Qualify through a multiple-criteria assessment process by meeting the state criteria in any **three** of the **four** data categories (mental ability, achievement, creativity, and motivation).

E. Data must be collected in each of four categories for all students referred for evaluation. Products, performances or rating scales used to meet criteria in one area cannot be used in another area to meet criteria although other components of rating scales can be used for screening purposes.

### 1. Mental Ability

- a. Criteria: Students shall score at the 96<sup>th</sup> percentile on a composite or full scale score or on the verbal, quantitative and/or nonverbal component score. (*If using the KBIT, remember **composite** must be used*)
- b. Evaluation Selection: The first test given should be the Cognitive Abilities Test (CogAT). **Component or composite** scores from the CogAT can be used for placement.
- c. When the required 96% is not reached, an additional Mental Ability Test may be given if the student scores at the 93% on the CogAT on any individual component or composite score. If a 93% or higher is in the Nonverbal component, a NNAT may be administered.

Additional Mental Ability Tests may include the following:

Kaufman Brief Intelligence Test (KBIT) (composite score only)

Naglieri Non-Verbal Ability Test (NNAT-2) (may be administered if 93%-95% on the nonverbal Cogat component)

\*Differential Abilities Scale (DAS)

\*Wechsler Intelligence Scale for Children IV (WISC-IV) (May use component or composite scores)

\*Reynolds Intellectual Achievement Scale (RIAS)

\*\* Otis Lennon (OLSAT)

\*Terra Nova

(\*Must be administered by a licensed psychologist, psychometrist or \*\*trained evaluator)

Additional evaluations will be arranged by the Gifted Evaluator.

## 2. Achievement

- a. Criteria: Student must score at or above the 90%ile on the total battery or total math or total reading score. When the required 90% is not reached, an additional Achievement Test may be given if the student scores at the 89% on the initial evaluation.
- b. Evaluation Selections
  1. Grade-normed tests that measure, at a minimum, reading, including reading comprehension, and give a total reading score or total mathematics score based upon a combination of scores in math concepts and applications.
  2. Achievement tests may include one of the following:
    - a. Scantron Performance Series
    - b. California Achievement Test (CAT)
    - c. Stanford Achievement Test 9<sup>th</sup> edition (Stanford 9)
    - d. Metropolitan Achievement Test 7<sup>th</sup> edition (MAT 7)
    - e. Wide Range Achievement Test - 3 (WRAT-3)
    - f. Wechsler Individual Achievement Test (WIAT)
    - g. Woodcock Johnson IV

## 3. GEORGIA MILESTONES may only be used as a screener, as it is not nationally normed.

## 3. Creativity

- a. Criteria:
  1. Student must score at or above the 90%ile on the total battery of a creativity test by age or Creativity Index Percentile on the standardized Torrance Test of Creative Thinking (TTCT) or 90%ile.
  2. Student must achieve superior performance or produce a product earning a score at or above (>) 90 on a scale of 1-100 as evaluated by a panel of three or more individuals on a district, regional, state, or national level.
- b. Acceptable Creativity Measures:
  1. The creativity subtest of the Gifted Rating Scale (GRS) (screening and/or data collection when a student has already qualified in the other the criteria areas.)
  2. 90%ile on the total battery of a creativity test by age or Creativity Index Percentile on the standardized Torrance Test of Creative Thinking (TTCT) or 90%ile.
  3. Portfolio (structured observation / evaluation of creative products and / or performances) demonstrating outstanding creativity which consists of at least five student products / performances scored by three raters familiar with developmentally appropriate performance range using the Portfolio/ Product Assessment Form for grades 2 – 5. Students must earn a combined score of (>)

90. (Section 7: Students attempting a portfolio/product assessment should be in 2<sup>nd</sup> – 5<sup>th</sup> grades and have taken the TTCT and scored a 80% or higher. It is the Gifted Committee’s decision to offer portfolio opportunities to those who score below an 80% and are strong candidates)

#### 4. Motivation

##### a. Criteria

1. In grades K-8, students must achieve a superior performance rating on the Gifted Rating Scale (GRS), a score at or above the 90<sup>th</sup> percentile in motivation.
2. In grades 8-12, students must maintain a Numeric Grade Average at or above 90% over the previous two school years. The NGA must be determined by calculating the grades earned in mathematics, science, English/language arts, social studies, and foreign language. Exploratory grades may not be used.

##### b. Acceptable Motivation Measures

1. Gifted Rating Scale (form P or S)
2. Structured Performance (K-3)
3. Children’s Academic Intrinsic Motivation Inventory (CAIMI) (4-8)
4. NGA in grades 8-12

### STEP 4 – ELIGIBILITY CONFERENCE AND SERVICES

1. Upon completion of all evaluations and collection of student profile data, the Gifted Evaluators shall review the evaluation results to ensure that all measures are completed to assess the student in all four areas of eligibility criteria.
2. Notification will be sent to the local school’s gifted chair and administrator to convene an Eligibility Team conference with the parent/guardian invited to review the evaluation results and determine the need for further support or services.
3. The gifted chair will review the results and complete all areas of the Gifted Program Eligibility Form F-11, acquire signatures of all participants including the parent/guardian, and acquire the parent/guardian consent for placement if the student qualifies.
4. Notification of Gifted Services form will be completed after the team discusses areas of strength and service delivery models to address the student’s needs based upon identified area(s) of strength, work habits, and skills. This will include provisions for the student to receive a minimum of five segments a week or the yearly equivalent of gifted education services.
5. A copy of the completed, signed Eligibility Summary form is sent to the Gifted Evaluator at the BOE for processing. Copies should also be given to the parents, put in the red school level file and placed in the student’s permanent folder.
6. Should anyone have questions regarding the process, please do not hesitate to e-mail the WCPS Gifted Evaluator for your school.

### STEP 5 – ANNUAL REVIEW

Students in the gifted program will be the subject of an annual review.

A. Students recommended for continuation:

1. Students recommended for continuation must have satisfactory performance in gifted program classes.
2. The Annual Review / Gifted Education Plan will be signed by the parent(s). One copy will be placed in the student's red school level file and one will be sent to the BOE.

B. Students not recommended for continuation:

1. If it is determined at the time of the annual review, or at the end of a grading period, that the average of all gifted program classes is not satisfactory (70% Average), the parent(s) will be informed, and an intervention team will meet to design an intervention plan. Parents will be invited to this meeting. The student will be placed on probation for one semester (secondary) or one quarter (elementary.)
2. At the end of the probationary period, if the student's average of all gifted classes is passing, he/she will continue in the gifted program; if not, the intervention team will dismiss the student from the program and the parents will be informed. Gifted Chair will document on the student Gifted Annual Review that they should not receive services based on probation plans. This should be placed in the student gifted and permanent files.
3. Students who have been dismissed from the gifted program can be referred for reentry after two semesters. They must be able to demonstrate satisfactory (70% Average) academic achievement in all subject areas and meet the eligibility criteria in place at time of reentry.

C. Other forms of dismissal-- Parent/Student request:

Parents wishing to have their child dismissed from the gifted program must make their request in writing to the gifted program teacher stating the reason(s) for the dismissal on the Voluntary Inactive Status Form (F-14). This form will be provided by the Gifted Eligibility Team Chairperson. A parent/guardian signature is required. A copy of the form must be sent to the Gifted Evaluator.

D. Dismissal Procedure

1. The gifted program teacher completes either a Voluntary Inactive form (F-14), or Discontinuation of Services (F-16). A copy is stapled with the student's eligibility form, along with copy of the parent letter requesting dismissal from the program, and placed in the student's school gifted file.
2. The gifted program teacher removes the student from her/his gifted roster.
3. The Gifted Eligibility Team Chairperson records the student withdrawal on the gifted log and sends the school gifted file with a change of status form and a signed copy of the Discontinuation of Services form to the Gifted Evaluator to be stored as inactive.
4. The Gifted Evaluator will enter the Change of Status.

E. Re-entry into the WCPS Gifted Program

If a student is re-entering WCPS from home school, out of state school or a private school and was previously in the WCPS Gifted Program or other state approved gifted program, the school level gifted chair will check records to see if the student was continually served in a gifted program approved by the Georgia DOE. If not and if the student did not participate in an approved state program for a complete school term or longer and if test scores are over two years old, the student will need to be re-evaluated before re-entry into the gifted program.

## **GIFTED PROGRAM CONTINUATION PLAN**

This continuation plan has been approved by the Walton County Board of Education and is on file with the State Department of Education Programs for the Gifted. Student performance in the gifted program will be evaluated annually by the local school's gifted education program teacher. This evaluation will assess performance in the gifted program approved service model classroom(s). Parents will be notified as to whether performance is satisfactory (70% Average) or unsatisfactory (below 70% average).

**In the event a student's performance is deemed unsatisfactory in the gifted program classroom(s), parent(s) will be notified and a meeting will be scheduled to develop an intervention plan.** The parent(s), gifted education teacher, and the designated classroom teacher(s) in the area or areas in which the student is experiencing difficulty will comprise the intervention team. The student will be included when appropriate. **If a student's performance is below 70% in a gifted class, he/she may be placed in a regular class for that subject area.** In the event that the parent is unable to attend this meeting, the parent will be sent a written notification of the intervention plan. The intervention plan will be implemented during the probationary period, which lasts for one semester. The student will continue to participate in gifted coursework during this probationary period.

Upon completion of the intervention/probationary period ( one quarter for elementary and one semester for secondary, ) a second meeting will be scheduled to review the student's progress. At that meeting the intervention team (including the parent(s) and the student) will meet to evaluate the student's performance. The student's academic record in gifted coursework will be reviewed to determine if satisfactory performance has been maintained during the semester of probation. The team will determine continuation in, or dismissal from the gifted class (es.) The gifted program teacher(s) and the school level gifted eligibility team will make the final decision regarding continuation with input from the parent(s) and student. Parents who do not attend this meeting will be notified of the intervention team's recommendation for their child's continuation or discontinuation in the gifted program.

**Parents who decide to remove a student from the gifted program must make their request in writing to the gifted program teacher.**

The request must state the reason(s) for the request. This request for dismissal will be acknowledged by the gifted program teacher. A conference will be scheduled to discuss the student's placement. If parents have chosen to remove a student from the program and request reentry later, the guidelines for reentry will be the same as for a student who is not recommended for continuation (students must re-qualify with current evaluation data used for consideration).

Students who have been dismissed, (or withdrawn due to parent/student request) can be referred for reentry after two semesters. They must be able to demonstrate satisfactory academic achievement in all subject areas and meet eligibility criteria in place at the time of reentry. Every school year, the gifted program teacher will notify parents of the curriculum units/activities the child may participate in during the school year. This communication will also notify parents of the type of delivery model that will be used and the number of segments the child will be served. Delivery models are determined by the principal with assistance from the Gifted Specialist according to regulations for gifted services.

Any type of acceleration will be handled on a case by case basis following appropriate guidelines as established in the Gifted Procedural Handbook.

## **ACCELERATION PROCEDURE**

### Acceleration Procedure (Grades 2-8)

Acknowledging the fact that some extremely advanced students may need single-subject content or whole-grade acceleration as a delivery option to meet their instructional needs, Walton County Public Schools has established the following procedures. Factors which are critical to successful single-subject or whole-grade acceleration include: academic ability, aptitude, achievement, developmental factors/interpersonal skills, attitude, study skills, and support. Decisions regarding acceleration are to be determined by the instructional needs of the student. Over site and implementation of the acceleration process rests with the local school administration in collaboration with the designated Curriculum Director and Gifted Evaluator as appropriate.

1. If a student is being considered for **single subject acceleration**, a copy of the “Single Subject Grade Acceleration Documentation Form” should be completed and a copy should be given to parents. A copy should be placed in the red school level file and a copy sent to the WCPS Gifted Evaluator.
2. For a student to be considered for **whole grade acceleration**, a formal written request for consideration of acceleration may be initiated by a parent or guardian, teacher, counselor, or local school administrator utilizing the “Acceleration Placement Request Form.”
3. The school designated teacher or Gifted Chair will gather and review appropriate data from the classroom teacher and other instructional personnel to determine whether to proceed with further evaluation and the acceleration process. Data collected will include and not be limited to:
  - a. Performance data (GEORGIA MILESTONES, OAS Benchmarks, classroom grades)
  - b. Reading level (ITBS, Lexile scores, GEORGIA MILESTONES, Dibels, etc.)
  - c. Writing portfolio
  - d. Report card and progress reports

- e. Performance task graded by rubrics
- f. Behavioral data
- g. Attendance data
- h. Performance on standardized normed test
- i. Transcripts

4. The decision to proceed with further evaluation shall be made by a committee composed of the classroom teacher, gifted teachers and an administrator at the local school. If further evaluation is needed, the chairperson must acquire permission to evaluate from the parent.

5. If a determination is made to proceed with the evaluation, the gifted evaluator will conduct an individual assessment of the student's mental abilities, achievement, and aptitude. The principal will designate a local contact person who shall coordinate the completion of the Iowa Acceleration Scale within two weeks of the receipt of the individual assessment scores. This person will also collect artifacts and work samples to be presented that show evidence that the student's work and ability levels are in the advanced grade range.

6. An acceleration committee (consisting of parents or guardians, local school and district staff, appropriate Curriculum Director and Gifted Evaluator) will review all options and, if appropriate, will prepare a comprehensive plan for acceleration.

The committee decides the type of acceleration program for the student based on the recommendations of the **Iowa Acceleration Scale** as well as evidence presented.

7. Local school staff will monitor student placement at semester intervals and performance periodically including but not limited to progress reports and report card periods. A conference must be held at the end of the year to determine appropriate placement for the next year. A representative from the feeder school must attend the conference if the student is considered for services at another level (e.g., transferring from elementary school to middle school or from middle school to high school).

8. The Gifted Evaluator will act as the central office liaison if additional information or assistance is required.



# Gifted Single Subject Grade Acceleration Documentation Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher / Grade Level: \_\_\_\_\_

Subject Considered for Acceleration: \_\_\_\_\_

What modifications and differentiation (menus, independent study, research projects, etc.) have been presented previously for enrichment in this area within in his/her present classroom? What were the outcomes? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What were the products and outcomes produced as a result of these modifications that can be used for evidence of a need for acceleration? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The student should be in the 85% or higher in either achievement or aptitude in the subject area for consideration of acceleration. List the current scores below. (These should be norm referenced tests and would not include the GEORGIA MILESTONES.)

**Aptitude**

**Achievement**

Please list the student's number of absences and tardies this school year below.

Absences: \_\_\_\_\_ Tardies: \_\_\_\_\_

Name of receiving teacher: \_\_\_\_\_

**Signatures:**

Parent(s): \_\_\_\_\_

Gifted Chairperson: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Receiving Teacher: \_\_\_\_\_

Administrator: \_\_\_\_\_

Please send a copy of this completed form to the central office to be kept in the student's gifted file, a copy to the parent(s), and keep a copy in the school level gifted file.

## Initial Request for Consideration of Acceleration

To be completed by the person requesting acceleration:

<b>Student Name:</b> _____	<b>DOB:</b> _____	<b>Grade:</b> _____
<b>Parent Name:</b> _____	<b>Contact Number:</b> _____	
<b>Parent Address:</b> _____		
<b>School:</b> _____	<b>Feeder School:</b> _____	
<b>Requested by:</b> _____	<b>Date Submitted:</b> _____	
<b>Reason for Request:</b> _____		

To be completed by the school: \_\_\_\_\_

**Critical Items:**

- The student would be accelerated into the same grade as (or higher grade than) a sibling
- The student presently has a sibling in the same grade.
- The student indicates that he/she does not want to be whole-grade accelerated.

**Academic Information: (Please attach current test scores.)**

Is the student receiving gifted services?  YES  NO

Please indicate whether the student is on or above their instructional grade level in:

- |  |   |
|--|---|
| <input type="checkbox"/> <i>Reading:</i> _____ | <input type="checkbox"/> <i>Science:</i> _____        |
| <input type="checkbox"/> <i>Writing:</i> _____ | <input type="checkbox"/> <i>Social Studies:</i> _____ |
| <input type="checkbox"/> <i>Math:</i> _____    | <input type="checkbox"/> <i>Other:</i> _____          |

**Classroom Teacher Signature:** \_\_\_\_\_

Has Iowa Acceleration Scale been completed?  YES  NO

If no, a profile must be assembled and reviewed to complete the scale.

**Current grade:** \_\_\_\_\_ **Considering acceleration to \_\_\_\_\_ grade** **When:** \_\_\_\_\_

**Proceed with further evaluation:**  YES  NO (If no, parents must be informed in writing.)

**Comments:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Local School Contact:** \_\_\_\_\_

**Cc:** All documents to Gifted Specialist at BOE