

# Social Circle City Schools



## Gifted Program Procedures Manual

Revised 2021

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# **The Gifted Program in Social Circle City Schools**

## **Purpose**

The purpose of the Social Circle City Schools Gifted Program is to provide students in grades kindergarten through twelve, who demonstrate a high degree of intellectual, academic, creative, and/or artistic ability with differentiated services to address their exceptionalities.

## **Program Goals**

The curricula for gifted students align the gifted education goals with the Georgia Standards of Excellence. Curriculum objectives focus on developing cognitive learning, research and reference, and meta-cognitive skills at each grade grouping, using principles of differentiation.

The goals of the Social Circle City School Gifted Program are:

- To help students become critical thinkers and problem solvers
- To guide students in developing and applying a growth mindset
- To provide opportunities for students to become self-directed learners
- To challenge students with a more rigorous curriculum

# SECTION I: Curriculum and Services Provided

The curricula for gifted students align the gifted educational goals with the Georgia Standards of Excellence. Curriculum objectives focus on developing cognitive learning, research and reference, and meta-cognitive skills at each grade grouping, using principles of differentiation. Courses of study will be appropriately modified in content, teaching strategies, and expectations of student mastery. Curriculum objectives shall focus on academic skills, using differentiated principles to provide opportunities for gifted students to achieve at levels commensurate with their identified abilities

## Delivery Model Descriptions

Gifted services are delivered using the following state-approved models:

<b>Social Circle Primary School</b>	<b>Social Circle Elementary School</b>	<b>Social Circle Middle School</b>	<b>Social Circle High School</b>
Resource	Cluster Grouping	Advanced Content	Advanced Content
Cluster Grouping	Collaborative	Collaborative	Advanced Placement
Collaborative			Dual Enrollment

*For a detailed description of these content models, see **Appendix A**.*

## Curriculum Expectations

*(from GaDOE Gifted Education Manual: Section VI)*

Curricula for gifted education learners must incorporate the Georgia Standards of Excellence. Local BOE curricula for gifted students shall focus on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation.

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).

A differentiated curriculum for gifted learners includes the following expectations:

**Content:** Complex and challenging subject matter that:

- Requires intellectual struggle
- Includes primary documents
- Integrates research skills and methods
- Incorporates relevant and real-life experiences
- Integrates interdisciplinary connections

**Process:** Instructional strategies are designed to:

- Emphasize higher-order thinking, problem-solving and communications skills
- Foster self-initiated and self-directed learning
- Promote creative application of ideas
- Model and encourage academic discussion

**Product:** Gifted student products should demonstrate a developmentally appropriate capacity for:

- Self-directed learning
- Meaningful collaboration
- Effective problem solving of challenging and complex issues
- Effective communication
- Social and emotional understanding of self relative to community, culture, and physical environment

**Environment:** Physical setting and work conditions to:

- Change the actual place where students work
- Allow flexible time
- Provide opportunities for independent study and in-depth research
- Provide opportunities for mentorship

**Assessment:** Gifted learners need various methods and opportunities to document mastery of curriculum such as:

- Pre/Post tests
- Self assessments through rubrics
- Creation of goal-based checklists
- Conferencing, commentary and qualitative feedback (Cobb, 2012)

**Additional Resources:**


[Programming Standards Overview for Gifted Students](#)

## SECTION II: Eligibility

Eligibility criteria for placement in this program shall coincide with criteria set by regulations of the State Department of Education Code IDDD, Rule 160-4-2-.38, Education Program for Gifted Students.



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Rule 160-4-2-.38 Education Programs for Gifted Students Evaluation and Eligibility Chart		
SECTION III GIFTED EDUCATION ELIGIBILITY CHART		
<ul style="list-style-type: none"> <li>In option A and B, information shall be gathered in each of the four categories.</li> <li>At least one of the criteria must be met by a score on a GaDOE approved nationally normed-referenced test.</li> <li>Any data used to establish eligibility in one category shall not be used to establish eligibility in another category.</li> <li>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.</li> <li>Any piece of information used to establish eligibility shall be current within two years.</li> <li>Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.</li> </ul>		
Category	Option A	Option B
	<b>Student must have a qualifying score in the mental ability AND achievement categories.</b>	<b>Student must qualify in three of the four categories.</b>
<b>Mental Ability</b>	<ul style="list-style-type: none"> <li>Grades K-2 99<sup>th</sup>% percentile composite score on a nationally age normed mental ability test</li> <li>Grades 3-12 ≥96<sup>th</sup> percentile composite score on a nationally age normed mental ability test</li> </ul>	<ul style="list-style-type: none"> <li>Grades K- 12 ≥ 96<sup>th</sup> percentile composite OR appropriate component score on a nationally age normed mental ability tests</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>Grades K-12 ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> </ul>	<ul style="list-style-type: none"> <li>Grades K-12 ≥ 90<sup>th</sup> percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</li> <li>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</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>Grades K-12 ≥ 90<sup>th</sup> percentile on composite score on a nationally normed creativity test</li> <li>Grades K-12 Rating scales used to qualify student creativity must equate to the 90<sup>th</sup> percentile</li> <li>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</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>Evaluation data required</li> </ul>	<ul style="list-style-type: none"> <li>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. (See pg. 32-33 for additional information)</li> <li>Grades K-12 Rating scales used to qualify student motivation must equate to the 90<sup>th</sup> percentile</li> <li>Grades K – 12 Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</li> </ul>
<p>Richard Woods, Georgia's School Superintendent</p> <p>An Equal Opportunity Employer</p> 		

## SECTION III: Referrals

The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services*. Referral begins at the time that the determination has been made to evaluate the student for gifted eligibility.

- **Reported Referral** - a student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents, or guardians, peers, self, and other individuals with knowledge of the student's abilities
- **Automatic Referral** - students who score at specified levels on a norm-referenced test as defined in the *GaDOE Resource Manual for Gifted Education Services*, for further assessment to determine eligibility for gifted program services.

Gifted Eligibility Tests in Social Circle City Schools	
<b>Mental Ability</b>	COGAT, Naglieri, Woodcock Johnson
<b>Achievement</b>	NWEA/MAP, ITBS
<b>Motivation</b>	GES IV
<b>Creativity</b>	TTCT, GES (if not used for Motivation)

[Georgia Department of Education List of Approved Assessments](#)

## SECTION IV REFERRAL and ELIGIBILITY PROCESS CHART

### STEP I

#### REPORTED REFERRAL

A student is referred for consideration by teachers, counselors, administrators, parents/guardians, peers, self, or others with knowledge of student's academic abilities.

#### AUTOMATIC REFERRAL

Students who score at specified levels on nationally norm-referenced tests. The local board of education establishes the score(s) needed for automatic referral.

### STEP II

#### STUDENT SEARCH/ELIGIBILITY TEAM

A decision-making team that uniformly considers information collected on student referrals. The team decides if it is appropriate to proceed with formal evaluation.

Search/eligibility team gathers more information.

Additional evaluation is not needed. Student continues in regular education programs.

### STEP III

#### Formal Evaluation

Student is referred for Gifted Education Evaluation in Mental Ability, Achievement, Creativity, and Motivation.

### STEP IV

#### Eligible

#### Eligibility Team

Reviews assessment results and makes recommendation

#### Not Eligible

#### Gifted Services Option(s) Recommendation

Student(s) may need a MTSS follow-up plan

#### Regular Education

Student(s) may need a MTSS follow-up plan



## **SECTION IV: Notification and Consent**

Social Circle City Schools shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:

- Referral procedures and eligibility requirements adopted and applied by SCCS.
- Notification of initial consideration for gifted education services
- Evaluation guidelines and documentation of training procedures utilized and maintained by SCCS
- The type(s) of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.
- Performance standards that Gifted students should meet to maintain their eligibility and receive continued services in the program.
- A description of the probationary period applied to students in jeopardy of losing their eligibility for services.
- The description shall include the length of the probationary period and the criteria
- Termination of services when students on probation have failed to meet criteria for continuation of services

Social Circle City Schools shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. SCCS shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services.

## **SECTION V: Continued Participation**

A student who has been officially placed in the gifted program may continue to receive gifted program services as long as he/she meets the following continuation criteria:

- The student maintains satisfactory performance in gifted education classes.
- Satisfactory performance is indicated by the student maintaining an average grade of at least 80% in each class in which gifted services are provided.
- The student is expected to complete all required assignments, to actively participate in class activities, and to attend gifted classes on a regular basis.
- Student performance is reviewed annually to determine continued eligibility.

# Probation Policy

In the event that the student does not meet the continuation criteria, he/she will be placed on probation for at least the next two nine-week grading periods (Grade K-5) or the semester (Grades 6-12), or more. In addition, the following steps will be taken:

## **1. ACADEMIC PLAN FOR IMPROVEMENT**

An academic plan for improvement will be written. The gifted program teacher, classroom teacher(s), school MTSS coordinator, parent(s), and the student will be involved in the formulation of an improvement plan. The improvement plan will state conditions which must be met in order for the student to continue in the gifted program. A copy of the improvement plan will be shared with parents and the district Gifted Coordinator. Records will also be maintained as part of MTSS/RTI.

## **2. PROGRESS MONITORING**

The gifted eligibility team will meet to check on progress of the plan during the probationary period, according to MTSS guidelines. If sufficient progress has not been made, the team will evaluate whether a change in support for the student is needed. The probationary period may be extended beyond the initial time frame to allow for implementation of any changes.

## **3. CONTINUATION OF SERVICES DETERMINATION**

At the end of the probationary period, the individuals involved in the formulation of the plan of improvement will review the student's progress and determine whether the conditions of the improvement plan were met. If the conditions of the plan have been met, the student will no longer be on probation. If the conditions of the plan have not been met, the team will reevaluate what is in the student's best interest moving forward.

In the event that gifted program participation appears not to be in the student's best interest for a particular period of time, the parent, gifted program teacher, or classroom teacher may submit in writing the reason(s) for the requested change. The Enrichment Team will review the request and may decide to place a student on voluntary inactive status. A student may be on voluntary inactive status for up to one year during a three year period.

## **4. REINSTATEMENT OF SERVICES**

If a previously served gifted student wishes to reinstate gifted services, the student's classroom teacher or a parent may present evidence of improved academic performance over at least two nine-week grading periods (Grades K-5) or over the next semester (Grades 6-12) to the Enrichment Team for consideration.

## SECTION VI: Reciprocity

Any student who meets the initial eligibility criteria for gifted education services in one Georgia school district shall be considered eligible to receive gifted education services in Social Circle City Schools. There is no mandated reciprocity between states, however the school system should immediately take steps to see that the advanced learning needs of a student transferring to their system are being met while the Georgia Gifted Eligibility is being determined.

## SECTION VII: FTE

Please refer to the [GaDOE Gifted Services Manual](#) for additional information on FTE.

## SECTION VIII: MTSS

*(from GaDOE Resource Manual for Gifted Education Services)*

**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 Resources 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, the local school district should follow the student nomination and decision-making process outlined in the *Georgia Resource Manual for Gifted Education Services*. Factors to be considered in the nomination process should include evidence of the student's advanced learning needs and the recency and performance levels for any previous gifted program referrals and 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:  
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.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:

<p><b>Acceleration (subject or whole grade)</b>  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.</p>	<p><b>Assessments</b>  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 measure to accurately capture the child's learning levels (Coleman, M.R. &amp; Hughes, C., 2009)</p>
<p><b>Cross-Age Grouping/Multi-Age Grouping</b>  Students of different ages/grades are grouped</p>	<p><b>Curriculum Compacting</b>  Curriculum a student has already mastered is</p>

together for instruction for all or part of a day	eliminated. The student is then allowed to pursue alternative curriculum options.
<b>Gifted Resource Classes/Enrichment Clusters</b> Students are grouped according to achievement levels for instructional purposes. The instructional focus is on an interdisciplinary curriculum.	<b>Graduated Rubrics</b> 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 high-ability learners.
<b>Independent/Directed Study</b> 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.	<b>Internships/Mentorships</b> A student works with a mentor to explore a potential career choice. The internship/mentorship teacher maintains close contact with both the participating students and the selected mentor to ensure acceptable progress towards the student's individual career goals.
<b>Interest Centers</b> Centers placed within the classroom that link curriculum topics to areas of student talent and interest in depth and breadth.	<b>Subject Grouping Within Class/Gifted Cluster Classes</b> Students are grouped/clustered according to achievement, within a regular education classroom, for instruction in one or more subjects.
<b>Subject Grouping across Teams/Classes</b> 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.	<b>Subject Advancement across Grades</b> Students are grouped according to achievement, in a higher-grade level, for instruction in one or more subjects
<b>Tiered Assignments</b> Assignments are designed to meet the varying ability levels of students.	<b>Tiered Products</b> 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:

<b>Tier I</b>	<b>Tier II</b>
Flexible-learning groups by readiness, interest, learning profiles	Gifted Education Cluster Classes
Choice of books	Gifted Education Collaboration 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 along 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
<b>Tier III</b>	
Advanced Content ELA, Math, Science, and/or S.S. courses	Above grade level accelerated ELA, Math, Science, or S.S. courses
Resource classes	Advanced Placement Classes
Independent/directed study	International Baccalaureate Classes
Socratic Seminars	Internship/Mentorships
Whole Grade Acceleration	

## **SECTION IX: Data Collection**

Social Circle City Schools shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.

## **SECTION X: Public Review**

Social Circle City Schools shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula.



# APPENDIX A: SERVICE DELIVERY MODELS

Direct	<b>Resource Class (K-12)</b>	<ul style="list-style-type: none"> <li>• All students must have been identified as gifted by SBOE criteria.</li> <li>• Academic Content foundation with interdisciplinary enrichment activities</li> <li>• Content and Pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level</li> <li>• FTE Limits: No more than 10 gifted FTE segments per week of resource class service</li> </ul>
	<b>Advanced Content (K-12)</b>	<ul style="list-style-type: none"> <li>• Homogenous student grouping on the basis of achievement and interests</li> <li>• Non-gifted, high achieving students may also be included</li> <li>• Criteria and Guidelines must be established to identify gifted and regular education students who are likely to be successful</li> <li>• A description of the course curriculum must be maintained that clearly shows how the content, teaching strategies, pacing, process skills, and assessments differ from more typical courses</li> <li>• FTE Limits: If a student is receiving cluster or collaborative FTE segment in the same content area, they can not also receive an advanced content segment; No more than 2 advanced content FTE segments per day in the same content area; Non-gifted students in Advanced Content courses do not earn Gifted FTE weight.</li> </ul>
	<b>Advanced Placement (AP) Courses</b>	<ul style="list-style-type: none"> <li>• Homogenous student grouping on the basis of achievement and interests</li> <li>• Non-gifted, high achieving students may also be included</li> <li>• Criteria and Guidelines must be established to identify gifted and regular education students who are likely to be successful</li> <li>• A description of the course curriculum must be maintained that clearly shows how the content, teaching strategies, pacing, process skills, and assessments differ from more typical courses</li> <li>• Class size = 21 at the high school level</li> <li>• Teacher must have either gifted endorsement/certification OR has completed APSI training by the College Board for that specific AP course and has completed a 10-clock hour PD course in the characteristics of gifted learners and curriculum differentiation for gifted students.</li> </ul>
	<b>Cluster Grouping</b>	<ul style="list-style-type: none"> <li>• A group (recommended 6-8 students) of gifted students placed into an otherwise heterogeneous classroom</li> <li>• Regular classroom teacher must have gifted endorsement</li> <li>• FTE Limits: Maximum of 2 gifted FTE segments per day counted at the Gifted weight; Teacher must document the curriculum differentiation for the gifted student(s) by completing individual or group contracts which include the following requirements: <ul style="list-style-type: none"> <li>○ A description of the course curriculum which is based on Georgia standards that very clearly shows how the advanced course content, teaching strategies, pacing, process skills, and assessments differ from courses more typical for students at that grade level</li> <li>○ Separate lesson plans which show reason(s) why the gifted student(s) need and advanced curriculum in the content areas of ELA, Math, Science, S.S. and world languages</li> <li>○ Dates and amount of time (in segments) the student(s) will be engaged in the higher-level activities and how the students will be</li> </ul> </li> </ul>

		evaluated (formative and summative)
Indirect	<b>Collaborative Teaching (K-12)</b>	<ul style="list-style-type: none"> <li>• Maximum of 8 gifted students in an otherwise heterogeneous classroom</li> <li>• Regular classroom teacher collaborates with a designated gifted teacher</li> <li>• Substantial regularly scheduled collaborative planning must exist between the regular classroom teacher and the gifted teacher. Requirements: <ul style="list-style-type: none"> <li>○ Collaborating teacher must have gifted endorsement</li> <li>○ Gifted and General Ed teacher must collaborate and document the development of differentiated instructional strategies, Georgia standards-based curriculum, and evaluation practices</li> <li>○ Gifted and General Ed teacher must be provided adequate planning time, which must be documented and approved by district.</li> <li>○ Gifted teacher must be given one full period each week or its monthly equivalent to carry out collaboration responsibilities for every three classes in which he/she has collaborative teaching responsibilities</li> <li>○ The total number of gifted students whose instruction may be modified through collaborative efforts may not exceed eight per class period (including all classes happening at the same time).</li> </ul> </li> <li>• FTE/Documentation Requirements: <ul style="list-style-type: none"> <li>○ Separate lesson plans</li> <li>○ Time and discussion log of the collaborative planning sessions between the teachers</li> <li>○ Individual or small group contracts indicating the differentiated learning standards for the gifted student(s) and the alternative instructional strategies in which the gifted students will be engaged.</li> </ul> </li> </ul>
	<b>Internship/Mentorship (9-12)</b>	<ul style="list-style-type: none"> <li>• Gifted student works with a mentor to explore a profession of interest.</li> <li>• One or two instructional segments per day may be counted at the gifted FTE weight for students participating in the gifted internship/mentorship program.</li> <li>• Each internship/mentorship student must have a contract which documents the work to be done, learning goals, dates and amount of time the student will participate, how the learning will be evaluated, responsibilities of the teacher and the mentor</li> <li>• Dedicated planning time for internship teacher to monitor and assist -- one full period per day for every 15 gifted students he/she is supervising</li> </ul>
	<b>Self-Directed Study (9-12)</b>	<ul style="list-style-type: none"> <li>• Gifted student works with a mentor to explore a challenge/subject of interest.</li> <li>• One or two instructional segments per day may be counted at the gifted FTE weight for students participating in the gifted self-directed study program.</li> <li>• Each internship/mentorship student must have a contract which documents the work to be done, learning goals, dates and amount of time the student will participate, how the learning will be evaluated, responsibilities of the teacher and the mentor</li> <li>• Dedicated planning time for internship teacher to monitor and assist -- one full period per day for every 15 gifted students he/she is supervising</li> </ul>
	<b>Community Service Learning (9-12)</b>	<ul style="list-style-type: none"> <li>• Gifted student works with a teacher to complete a project with community service learning</li> <li>• One or two instructional segments per day may be counted at the gifted FTE weight for students participating in the gifted internship/mentorship program.</li> <li>• Each internship/mentorship student must have a contract which documents the work to be done, learning goals, dates and amount of time the student will participate, how the learning will be evaluated, responsibilities of the teacher and the mentor</li> </ul>

Indirect		<ul style="list-style-type: none"> <li>Dedicated planning time for internship teacher to monitor and assist -- one full period per day for every 15 gifted students he/she is supervising</li> </ul>
	<b>Innovative Models</b>	<p>School districts implementing a gifted program delivery model other than one of the models described above, need to keep their plan on file that clearly describes the rationale for the special model, the goals and objectives for the program, the advanced nature of the curriculum which will be provided to gifted learners, how the model's effectiveness will be evaluated, <b>how gifted FTE funding will be generated and documented</b>, and the anticipated fiscal impact of the model (i.e., how many FTEs will be generated).</p>

[Basic Samples for Gifted Service Models \(from GaDOE\)](#)

# FORMS

- 1.** Permission to Evaluate
- 2.** Gifted Eligibility Form
- 3a.** Eligibility Letter
- 3b.** Ineligibility Letter
- 4.** Gifted Education Annual Review
- 5.** Academic Support Plan
- 6.** Probation Notification Letter
- 7.** Voluntary Inactive Status Letter
- 8.** Discontinuation of Services
- 9.** Gifted Records Transfer Form

SCCS Staff can access copies of all forms at <http://bit.ly/SCCSgifted>.