

Colquitt County Gifted and Talented Administrative Manual 2025-2026





Colquitt County Gifted Program

P.O. Box 2708, Moultrie, GA 31776 Phone (229) 890-6185

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Colquitt County Gifted Program

P.O. Box 2708, Moultrie, GA 31776 Phone (229) 890-6185

Program Description

Mission:

Colquitt County Schools gifted program supports the system's commitment to student growth and excellence in achievement. We recognize the unique educational needs of gifted-identified students and are committed to providing services to foster the development of each student's full potential.

Program Goals:

- The system will provide a continuum of program services with multiple delivery options to meet the needs of all gifted learners.
- Gifted education programming will receive funding consistent with the program goals and sufficient to support administrative procedures adequately.
- Support services for the continuum of gifted education programs will be provided at each local school.
- Gifted services will supplement and extend the Georgia Standards of Excellence.
- Gifted learners will be included in flexible grouping arrangements in all content areas and grade levels to ensure gifted students learn with and from intellectual peers.
- Existing and future school board policies will include provisions for acceleration, e.g., grade skipping, cross-age grouping, dual enrollment, content acceleration, etc.

Curriculum Goals:

1. A differentiated and well-defined curriculum is implemented and articulated following a scope and sequence for all grade levels. The curriculum will be reviewed and revised annually to reflect the needs of the students.
2. Teachers will develop plans and implement a differentiated curriculum in every discipline for gifted learners in grades K-12.
3. Gifted learners will be pre-assessed for proficiency in all units of study and subsequently provided with learning opportunities that are more rigorous, challenging, and extend their learning.
4. Continual opportunities for partial and full acceleration in content and/or grade levels will be provided to gifted learners in areas of strength and interest to allow sufficient ceiling for optimal learning. Decisions for acceleration will be made following a review of data indicating such needs.

Gifted Performance Standards

1. Develop advanced research skills.
2. Develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within the area of study.
3. Develop and practice critical thinking and logical problem-solving skills in the pertinent academic area.
4. Develop advanced communication skills using new techniques, materials, and formats to share with real audiences.
5. Develop an understanding of self and how their unique characteristics may influence interactions with others.



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Talented and Gifted Continuum of Service

A continuum of services is available to ensure that gifted identified learners are served in areas of strength and interest. Programming options are utilized to meet students' advanced learning needs as documented by assessment data. Program delivery models adhere to guidelines established in the Resource Manual for Gifted Educational Services, and identified students are served a minimum of five (5) segments per week.

Acceleration will be utilized when differentiation in the area of strength is not adequate to meet the needs of individual learners. The eligibility committee will make decisions regarding acceleration following a review of data indicating such need.

The Georgia Standards of Excellence serve as the focus of all delivery options. The curriculum is evaluated and revised as needed on an annual basis. The advanced content curriculum is available to all advanced content teachers by subject and grade. Teachers using the cluster model provide documentation of appropriate differentiation using individual and group contracts. Collaborative plans are developed by the gifted and regular teacher and copies maintained in the classroom and at the center.

Information pertaining to programming options, student search, student nomination, referral for testing, and eligibility requirements is available in the gifted handbook, brochures located at your child's school, and on our website at

<https://www.colquitt.k12.ga.us/departments/curriculum-instruction-assessment/gifted-services>

Grades K-5:

Identified gifted students in grades K-2 receive services at their home school using acceleration, cluster, and resource with learning opportunities that move beyond the grade-level standards. Students in grades 3-5 have an option to receive advanced content services at the GEAR gifted center or be served at their home school by cluster or advanced content. Collaboration is used to provide services when there is no endorsed teacher available in the student's grade and school. Cluster and Collaborative Class Contracts are available [here](#) and [here](#), respectively. The collaborative model will no longer be in use after the 2025-2026 school year.

The Pre-K to Grade 12 Gifted Education Programming Standards written by the National Association of Gifted Students (NAGC) shall serve as the focus for an integrated curriculum based on the Georgia Standards of Excellence. An advanced content curriculum, developed by experienced gifted teachers, is maintained and made available for advanced content teachers in elementary schools. Gifted standards of advanced research, creative and critical thinking, advanced communication, and understanding self are embedded. The parallel curriculum model serves as the basis for curriculum planning and development.

Grades 6-12:

Gifted learners in grades 6-12 are grouped together with high-achieving students and served through advanced content (honors and AP classes), cluster, and acceleration. While the state

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does not recognize dual enrollment as advanced content or acceleration, gifted-identified students are encouraged to take the most rigorous classes available in their area(s) of strength, which may include dual-enrollment courses offered at a local college or university. The Georgia Standards of Excellence provide the base curriculum in all areas. Standards are differentiated in the areas of process and product and entail problem-solving and critical analysis.

Cluster and Collaborative Class Contracts are available [here](#) and [here](#), respectively. The collaborative model will no longer be in use after the 2025-2026 school year.

High-achieving students must meet two of the criteria below to take advanced content courses:

- Level 3-4 on most recent subject area Georgia Milestone Assessment EOG/EOC.
- MAP scores at or above the 50th percentile.
- GPA of 3.5 (90) over the last two years in that subject area

Curricula for gifted education learners must incorporate the SBOE-approved curriculum. Local BOE curricula for gifted students shall focus on developing cognitive learning, research, 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 that...

- Is complex and challenging
- Requires intellectual struggle
- Utilizes primary documents
- Integrates research skills and methods
- Incorporates relevant and real-life experiences
- Integrates interdisciplinary connections

Process includes instructional strategies 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

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, community, culture, and environment

Environment includes the physical setting and work conditions that...

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

Assessments document mastery of curriculum through...

- Pre/post tests
- Self-assessment through rubrics
- Creation of goal-based checklists
- Conferencing, commentary, and qualitative feedback



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Program for Gifted Students and Flow Chart of the Referral Process

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

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

STUDENT SEARCH/ELIGIBILITY TEAM: A decision-making team that uniformly considers information collected on student referrals. This team decides if it is appropriate to proceed with formal evaluation.

Nomination committee approves the student for testing.

Nomination committee believes the student should continue in regular education programs.

Step III

Formal Evaluation:

Administer Measures and Compile Results

Four Categories:

Ability Achievement Creativity Motivation

Step IV

Results compared to state requirements

Eligible

Not Eligible

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Gifted Referral Procedure

A comprehensive assessment of identification as gifted should include parent input, teacher input, student input, academic achievement testing, intellectual testing, social-emotional assessment, motor assessment, home observations, school observations, and observations for social interactions and assessment of physical development. Specific skills, abilities, or behaviors, which contribute to the identification of students as gifted, should then be translated into areas of program emphasis.

- Provide in-service training for all referring staff.
- Receive recommendations.
- Eligibility committee identifies students who enter formal process.
- Prepare an identification matrix of quantifiable data.
- Identify students who clearly qualify and develop a plan of service.
- Develop a list of high eligibility students who need further testing.
- Provide classroom teacher with a plan of service.

Step 1: Nomination of students who display gifted and talented behaviors using the online nomination form ([Gifted Referral 2025-2026](#)) with biographical data and TABS-like rating questions.

Step 2: Multi-method screening by eligibility team to enter formal process. Team must document meeting date, members present, source of nomination, decision & rationale on eligibility report form that includes school records (achievement data) and/or samples of student work (Product, portfolio).

Step 3: Obtain parent permission to collect data in mental ability, achievement, creativity and motivation.

Step 4: Assemble and integrate all information. Provide a plan of service identifying the student's strengths and weaknesses.

Step 5: Gifted eligibility team meets to review data collected. If eligible for services, obtain parent permission to serve a minimum of five segments per week through an appropriate service model.



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Assessment Procedures

All students for whom further consideration for eligibility is considered will be assessed in all four data categories. Test scores used to establish eligibility shall be current within two calendar years. Eligibility for gifted services shall coincide with SBOE Rule 160-4-20.38.

Assessment data which were gathered and analyzed by a source outside the student's school or school system will be considered as part of the nomination and evaluation process. However, these outside data shall not be substituted for data the school generates during the testing/evaluation process and may never be the sole source of assessment data. These data will never be relied on exclusively for the determination of eligibility for gifted program services but will instead be used as part of a comprehensive profile of test and non-test evidence of gifted instructional needs. All administered tests are on the State of Georgia approved testing list.

Mental Ability: For establishing the required standard in the mental ability category of Rule 160-4-2-.38, a component score may be used only in the multiple criteria assessment process. Mental ability tests shall be the most current editions of published tests that measure intelligence or cognitive ability and have been reviewed for bias and normed on a nationally representative sample that included minority representation within a 10-year period prior to administration. These tests shall yield percentile rankings by age(s).

Students who have a full-scale or composite score of 99% (K-2) or 96% (3-12) need only an achievement score of $\geq 90\%$ to qualify. Students who qualify under this option will have data collected in creativity and motivation using a rating scale.

Mental ability tests designed to be administered individually must be administered by a qualified psychological examiner. (See Rule 160-4-7-.11 Qualified Psychological Examiner)

Achievement: Students shall (a) score $\geq 90\%$ on the total battery, total math or total reading section of a standardized achievement test or (b) have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score $\geq 90\%$ on a scale of 1-100 as evaluated by a panel of three or more qualified evaluators identified by the system.

Standardized achievement tests shall be the most current editions of tests that measure reading skills, including comprehension, and shall give a total reading score and/or a total math score based upon a combination of scores in math concepts and applications. These tests shall have been reviewed for bias and normed on a nationally representative sample that included minority representation within a 10-year period prior to administration. These tests shall yield percentile rankings by age(s) or grade(s).

Creativity: Students shall ...

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- (a) score >90% on the total battery score of a standardized test of creative thinking, or
- (b) score \geq 90% on a standardized creativity characteristics rating scale, or
- (c) receive from a panel of three or more qualified evaluators a score \geq 90% on a scale of 1-100 on a structured observation/evaluation of creative products and/or performances.

Standardized tests of creative thinking shall be the most current editions of tests that provide scores of fluency, originality, and elaboration. These tests shall yield percentile rankings by age and grade.

Rating scales used to evaluate creativity shall relate to the construct of creativity and differentiate levels such that judgments equivalent to the 90% are possible.

As evidence of creativity, students or individuals on behalf of students may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The product/performance submitted shall be reviewed by a panel of three or more qualified evaluators as part of a comprehensive portfolio of creative productivity.

Performances and products shall be judged by a panel of three or more qualified evaluators and must have been produced within the two years prior to evaluation. (Appendix A: Product/Performance Evaluation)

Motivation: Students shall ...

- (a) receive a score >90% on a standardized motivational characteristics rating scale. or
- (b) receive from a panel of three of more qualified evaluators a score \geq 90% on a scale of 1-100 on a structured observation/evaluation of student-generated products and/or performances, or
- (c) have grade of 90 or above using an average of grades from English/language arts, mathematics, science, social studies and a full-year world languages over the previous two school years if the student is in grades 6-12.

Rating scales used shall relate to the construct of motivation and differentiate levels equivalent to the 90%,

The products/performances shall be reviewed by a panel of three or more qualified evaluators as part of a comprehensive portfolio which demonstrates a high degree of motivation and consistent productivity.

GPA's are determined by calculating the grades earned during the two years prior to evaluation in the subjects of math, science, language arts, social studies, and world language if included.

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Measures to Determine Gifted Eligibility

Rule 1: Students who have the required full scale or composite mental ability score only need >90% achievement to qualify.

Rule 2: Students may qualify using multiple criteria by meeting the standard in 3 of 4 areas.

Students who have a mental ability component score of 96% may qualify using multiple criteria.

- Any student who scores 99% on mental ability will automatically receive two achievement tests.
- Students who score one standard error of measure from the required score on any test will receive further testing.
- Students who have conflicting test data will receive further testing.
- Only one rating scale will be used to qualify students.
- No score will be used to meet eligibility in more than one area.
- Product/Performance data will be rated independently by three qualified persons.
- Children from underrepresented groups and atypical students will receive two tests in the areas of cognitive ability and achievement.
- Identification procedures will be consistent throughout the system and in compliance with state board code IDD 160-4-2-.38.

Colquitt County is committed to the belief that gifted students may be found within any race, ethnicity, gender, economic class, or nationality. Our goal is to provide a student search process that provides equal access to gifted referral procedures for all students. To this end, we will...

- provide extensive staff development in the identification of gifted students.
- receive referrals for gifted consideration according to testing windows.
- use a variety of instruments to assess students in all four areas.

Identification of students for consideration of gifted eligibility is a multi-faceted task that requires the keen observation of teachers. Staff development in the identification and characteristics of gifted students will be provided at the beginning of each school year. Additionally, an eligibility team will be utilized to involve teachers, parents, and trained staff in the identification process. Teachers will be encouraged to continue their growth and knowledge of gifted students through activities designed to increase subject matter knowledge and improve curricula, strategies, and assessment measures appropriate for gifted and talented students.

The local board of education has established a score of $\geq 90\%$ in total reading or total math or total battery of a standardized achievement test as an automatic referral for further consideration of gifted services. Individual referrals from parents, teachers, peers, and self are also accepted. Students identified for further evaluation will follow the referral process as outlined in this procedural manual.



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Reciprocity of services will be honored on students who transfer into the system from other systems in Georgia. The student must either provide the eligibility report or data that confirms gifted eligibility. Special circumstances will be considered on an individual basis. Reciprocity from another state will be honored if the transferring records contain data that meet Georgia eligibility criteria or if the student is a dependent of a member of the military. Testing will be conducted in an expedient manner should additional data be required. Prior to providing gifted services to a student who is eligible based on reciprocity, the district will obtain consent for services from the parent or guardian.

Data is kept on the number of students who are nominated for gifted program consideration, the sources of the referrals, whether or not the nominated student is referred for formal evaluation, and the number of students who qualify for gifted program placement. All data is kept by grade level, gender, and ethnic group. (Appendix A Eligibility Team Report)

Continuation Criteria

Continued placement in the Gifted Program according to State Department of Education regulations and procedures, requires satisfactory performance in gifted education classes. Parent notification of the continuation of gifted services will be provided annually based on the student's performance in gifted classes. Parents will be notified if the student fails to meet continuation criteria, is considered for probation, and/or is recommended for a change of services. The following local continuation criteria have been established to meet these requirements:

- I. Continuation Criteria
 - The student exhibits satisfactory performance in gifted classes.
 - When making considerations regarding continuation with gifted services, educators should review information through a whole-child lens to determine if extenuating circumstances (e.g. trauma, changing schools, family instability, behavior needs) are hindering the student's academic performance.
- II. Probation/Discontinuation
 - Upon review of the student's performance and taking into account extenuating circumstances, students failing to meet the criteria in Item I shall be placed on probation for one grading period with a written plan of improvement and parent notification at the recommendation of the eligibility team. The eligibility team should consist of the school principal or designee, a current teacher of the student, school counselor, and district gifted director. The school principal or the district gifted director may invite others to join the eligibility team.
 - Services may be discontinued following probation, if the eligibility team determines this to be appropriate action. Parents/guardians are invited members of the team and will receive notification.

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- Parents wishing to voluntarily discontinue gifted services must inform the school and the administrator of the gifted program in writing by completing a change in status form.

III. Re-entry

- A student may resume receiving gifted services if, on determination by the eligibility team, the student would benefit from such services.
- A student who withdraws from the gifted program while on probation will be placed on probation upon re-entering the program.

Professional Development

Professional Development is essential to an exemplary program of gifted services. High quality professional development programs are designed to improve the quality of instruction and services provided to gifted education students. These activities may include training in neuroscience, technology, social-emotional needs, instructional strategies, assessment measures and subject specific content. This may also include conferences and mentoring for teachers and other program personnel.

Family & Community Involvement

Gifted students have unique needs that can best be met when family, school, and community members understand the characteristics of gifted students and their resulting educational and socio-emotional needs. Parents and community members are encouraged to attend all informational meetings provided through gifted services. Additional resources are available on our website

at: <https://www.colquitt.k12.ga.us/departments/curriculum-instruction-assessment/gifted-services> and through Gifted Services and various organizations. Our goal is to provide parents and community members with knowledge and resources to advocate for gifted children in Colquitt County. The gifted district's gifted manual is available for the public on the district's website.



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Notifications

Notifications to parents/guardians and provided for the following actions:

- Notification of consideration and permission to evaluate
- Documentation for non-testing
- Request additional information
- Notification of eligibility
- Notification of ineligibility
- Criteria for continuation
- Annual service options
- Probation letter
- Re-entry notification
- Withdrawal
- Progress reports

The English versions of these notification letters are provided on the following pages. Versions in the student's home language are provided, as needed. The notification letters are provided on the following pages.



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Notification of Consideration and Permission to Evaluate

____/____/____
Date

Dear Parents or Guardians:

Your child, _____, is being considered for the gifted program. This consideration is based upon one of the following (make with X):

___ Automatic referral based on existing test and benchmark scores

___ Referral by _____

The evaluation process has been established by the Georgia Department of Education to include the following:

1. A committee will determine the need for testing by reviewing your child's reading and math scores and teacher feedback on your child's motivation and creativity.
2. Our gifted testing teacher, Mrs. Lori Weeks, will gather data on your child in four areas:
 - a. Mental Abilities: The capacity to learn and retain knowledge and skill
 - a. Achievement: Your child's current skill level in reading and math
 - b. Creativity: The ability to think divergently and generate original ideas
 - c. Motivation: Your child's internal drive to create and learn
2. We will review data from all four areas to determine if your child fits the state of Georgia's definition for gifted and talented students, which you can read more about here: [Gifted Eligibility Chart](#)

We will notify you in writing of your child's gifted eligibility status when we complete testing, and I will be available to discuss his or her test scores, as well as provide recommendations on services if he or she qualifies. **Please note: This is not a test to determine placement at GEAR.** Your child is welcome to remain at his or her current school if you choose; we will serve your child's giftedness to the best of our abilities wherever your child is enrolled.

If you have any questions, please contact me at 229-890-6185 ext. 22214.

Sincerely,

Ben Pitchford
Director of Gifted Education

Please indicate your response below, sign, date, and return to the Gifted Center or your child's teacher.

___ Yes, I agree for this evaluation process to proceed, including the administration of necessary tests.

___ No, I do not agree for this evaluation process to proceed.

Guardian's Signature

____/____/____
Date

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Colquitt County Schools

Gifted and Talented Documentation for Non-Testing

____/____/____

Date

Dear parent, guardian, or teacher,

Recently, you referred _____ for gifted evaluation. The gifted eligibility committee collected and reviewed a variety of data on this student and does not recommend him or her for testing at this time.

While the committee believes this student's academic needs are currently most effectively met in a regular education program, this does not preclude this student from future testing if he or she continues to show characteristics of giftedness. As such, please encourage your student to sustain the excellent academic achievement that led to his or her referral for gifted testing in the first place.

Please feel free to contact me if you need further information.

Sincerely,

Donna B. Marshall
Colquitt County School District
Director of Assessment
229-890-6200 ext.10090
donna.marshall@colquitt.k12.ga.us

Request Additional Information

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____/____/____
Date

Dear _____:

Recently you referred _____ for gifted testing. After reviewing this child's data profile, the system's eligibility committee requests additional information to help us understand the gifted and talented strengths of the student. In particular, we would like to review the following:

Once you have collected this information, please direct it to Lori Weeks at the gifted center. Please feel free to call or email if you have any questions.

Sincerely,

Ben Pitchford
Director Gifted Education



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Notification of Eligibility

____/____/____
Date

Dear Parents or Guardians:

After extensive testing, we have determined your child, _____,
is eligible to begin receiving gifted services in Colquitt County.

Attached to this letter are a description of our gifted program, our continuation policy, and your child's gifted eligibility sheet, which shows his or her individual strengths and weaknesses. Understanding the eligibility sheet can be difficult, so please contact me to discuss the information these scores provide about your child. My phone number and email address are at the bottom of this letter.

Please indicate your permission to begin gifted services, as well as to acknowledge you have received all three attachments, by signing, dating, and returning this form to your child's school or mailing it to the following:

Colquitt County Gifted Center
P.O. Box 2708
Moultrie, GA 31776

Thank you for allowing us to serve your child's needs!

Sincerely,

Ben Pitchford
Director of Gifted Education
229-890-6185 ext. 22214
ben.pitchford@colquitt.k12.ga.us

_____ I give my permission for my child to receive gifted services.

_____ I do not give permission for my child to receive gifted services.

Signature of Parent/Guardian

____/____/____
Date

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Notification of Ineligibility

____/____/____
Date

Dear Parents or Guardians:

Your child, _____, was referred for evaluation for gifted services. After extensive testing, we have determined your child is not eligible for gifted services at this time.

Please know this will not prevent your child from receiving a high-quality education, nor does it indicate that your child does not show characteristics of a gifted learner. It simply means your child does not currently meet the eligibility requirements set by the Georgia Department of Education. Your child will be eligible for reevaluation in two years if you so choose.

Attached to this letter is your child's gifted eligibility sheet, which shows his or her individual strengths and weaknesses. Understanding the eligibility sheet can be difficult, so please feel free to contact me to discuss the information these scores provide about your child. My phone number and email address are at the bottom of this letter.

Sincerely,

Ben Pitchford
Director of Gifted Education
229-890-6185 ext. 22214
ben.pitchford@colquitt.k12.ga.us



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Criteria for Continuation

Date _____

School _____

_____ must meet the following requirements to continue in the Program for Gifted Students.

1. Satisfactory performance in the regular classes.
 - A. Grades K-2 must maintain a 3 or higher on the Standards-Based Report Card.
 - B. Satisfactory performance is determined as follows: Grades 3-8 must maintain an overall 80 (A—BII or its equivalent) academic average (Language Arts, Math, Science, and Social Studies).
 - C. Grades 9-12 must maintain an overall 80 academic average (English, Math, Science, Social Studies, and Foreign Language).
2. Satisfactory performance in the gifted classes. Satisfactory performance will be based on the recommendations of the teacher of the gifted, with such recommendation to be based on active participation, required products, and regular attendance in the gifted program.

If your child fails to meet one of the above criteria, he/she will be placed on probation for the duration of one nine weeks (grades K-8) or one semester (grades 9-12). At the end of this time period, if the student has not met the above requirements, he/she may be removed from the Program for Gifted Students. Parents are notified in writing prior to withdrawal. Re-entry will be contingent upon meeting the criteria stated above following official removal of the Program.

Signature of Parent/Guardian

____/____/____
Date

Ben Pitchford
Director of Gifted Education

____/____/____
Date

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Annual Service Options

Student _____ Grade _____
Last First M.

School _____

The above-named student is served in the Colquitt County Gifted Program as indicated below:

- _____ a. Resource Delivery Model and/or Cluster Grouping
- _____ b. Collaborative Delivery Model
- _____ c. Advanced Content
- _____ d. Advanced Placement Program

He/She will be in the Program for Gifted Students for _____ segments per day.

The area Basic Skills to Gifted Education shall be incorporated into the following content area(s):

- a. Language arts
- b. Mathematics
- c. Social Studies
- d. Science

If you have any questions or wish to discuss your child's program with us, please contact the Gifted Center at 229-890-6185.

Sincerely,

Ben Pitchford
Director of Gifted Education

Additional Comments:



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Probationary Letter

Date _____

School _____

Dear Parent/Guardian:

Your child, _____, has been placed on probation for the
Colquitt County Program for Gifted Students because _____

_____.

Unless _____, corrects these deficiencies within the specified
time period, he/she will be removed from the Gifted Program. If you wish a conference
concerning the probation, please contact the Gifted Center at 890-6185.

Sincerely,

Ben Pitchford
Director of Gifted Education

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Re-Entry Notification

Student _____ Grade _____
Last First M.

School _____ FTE# _____

Dear _____:

Your child, _____ has successfully completed his/her probation period from the Gifted and Talented Program and will re-enter the program. Please encourage your child to continue to meet the necessary requirements as set forth in the Colquitt County Continuation Policy.

If you wish to schedule a conference, please contact me at school by phoning 229-890-6185.

Sincerely,

Ben Pitchford
Director of Gifted Education



Colquitt County Gifted Program

P.O. Box 2708, Moultrie, GA 31776 Phone (229) 890-6185

Withdrawal

Date: _____

School: _____

Dear : _____,

_____, will be withdrawn

from the Program for the Gifted and Talented Program beginning

_____ for the following reason(s):

1. _____ Failure to maintain Continuation Criteria

A. _____ Unsatisfactory performance in the Program.

B. _____ Unsatisfactory performance in the regular education program.

Comments: _____

2. _____ Scheduling Problems

3. _____ Parent Request

4. _____ Other

Comments: _____

_____ may re-enter the program after
successfully meeting Continuation Policy requirements.

If you wish a conference regarding your child, please call us at your earliest convenience.

Sincerely,

Ben Pitchford

Director of Gifted Education

Updated October 2025



Colquitt County Gifted Program

P.O. Box 2708, Moultrie, GA 31776 Phone (229) 890-6185

Progress Reports

Date _____

School _____

Dear Parent/Guardian:

Your child, _____, is experiencing problems in the Colquitt County Program for Gifted Students as demonstrated by _____

A conference with you to discuss this further is requested. Please contact me to make an appointment. The school number is _____.

Enclosed is a copy of the Continuation Policy which you received at the time of your child's placement in the Talented and Gifted Program.

Sincerely,

Ben Pitchford
Director of Gifted Education

Enclosure

Updated October 2025



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Purchasing with Gifted Funds

Requisitions for expenditures under \$5,000 shall be reviewed by the K-12 Gifted Director. Non-budgeted expenditures above \$5,000 shall require approval by the Board of Education, in accordance with the district's purchasing policy.

All items purchased with gifted funds shall be inventoried and marked for use in gifted classrooms.

Pursuant to OCGA 20-2-152, Colquitt County Schools shall use gifted funds granted by the state for the following:

- To establish and maintain educational facilities for gifted students. Examples of appropriate expenditures include (but are not limited to) classroom resources beyond those found in regular education classrooms, student-centered instructional technology, books, and lab supplies.
- To contract with outside agencies for services that improve learning for gifted students, including (but not limited to) other school systems, regional education service agencies, and qualified public or private institutions.

All expenditures should reflect the system improvement plans (strategic plan, charter plan, and Cognia recommendation) and the district's commitment to the Gifted Programming Standards developed by the National Association for Gifted Children (2019).

2019 Pre-K – Grade 12 Gifted Programming Standards developed by the National Association for Gifted Children:

1. Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings.
2. Assessments provide information about identification and learning progress for students with gifts and talents.
3. Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth.
4. Learning environments foster a love of learning, personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership to ensure specific student outcomes.
5. Educators use evidence-based practices to promote (a) the cognitive, social-emotional, and psychosocial skills development of students with gifts and talents, and (b) programming that meets their interests, strengths, and needs. Educators make use of

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expertise systematically and collaboratively to develop, implement, manage, and evaluate services for students with a variety of gifts and talents to ensure specific student outcomes.

6. All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education, (NAGC-CEC) Advanced Standards in Gifted Education and Teacher Preparation, and the Standards of Professional Learning. Institutions higher education utilize these standards and the NAGC Faculty Standards to ensure quality professional learning experiences in pre-service, initial, and advanced educator preparation programs. Educators frequently assess their professional learning needs related to the standards, develop and monitor their professional learning plans, systematically engage in coaching and learning to meet their identified needs, and align outcomes with educator performance and student curriculum standards. Administrators assure educators have access to sustained, intensive collaborative, job-embedded, and data-driven learning and assure adequate resources to provide for release time, fund continuing education, and other substitute support. The effectiveness of professional learning is assessed through relevant student outcomes.

Program Review

The district reviews program data to determine the status of the program in terms of providing broad access to gifted education, professional development, talent development, and achievement of students. A program review is conducted and action steps are created at least every three years using criteria established by GaDOE.