

2025-2026

Dublin City Schools



Gifted & Advanced Academic Services Program Guide

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I. INTRODUCTION

Governance

Three (3) documents provide the authority and specific requirements for gifted education in the state of Georgia. They are found in state law, the State Board of Education (SBOE) Rule, and SBOE-approved

Regulations that apply to traditional school systems and state charter schools. Key elements related to identification and service requirements for gifted students are in bold below.

1. Section I: Statutory Basis/Support for Gifted Education

- a. [State Law: O.C.G.A. &20-2-152 SPECIAL EDUCATION SERVICES](http://law.justia.com/codes/georgia/2010/title-20/chapter-2/article-6/part-3/20-2-152)
<http://law.justia.com/codes/georgia/2010/title-20/chapter-2/article-6/part-3/20-2-152>

Relevant excerpts include:

(a) All children and youth who are eligible for general and career education programs under Code Section 20-2-151 and who have special educational needs shall also be eligible for special education services . . . Special education shall include children who are classified as intellectually gifted . . . The State Board of Education shall adopt classification criteria for each area of special education to be served on a state-wide basis. The state board shall adopt the criteria used to determine the eligibility of students for state-funded special education

programs.

(a.1) The criteria adopted by the state board to determine the eligibility of students for state-funded special education programs for the intellectually gifted, Category VI under paragraph (6) of subsection (d) of this Code section, shall authorize local boards of education to use:

(1) The criteria used on July 1, 1993, as amended by the state board or state department regulation from time to time; and

(2) Multiple eligibility criteria, which include:

(A) Evidence of student work product or performance;

(B) Data from teacher, parent, or peer observation; and

(C) Evidence of student performance on nationally normed standardized mental ability, achievement, and creativity tests.

*A student's eligibility may be determined under either paragraph (1) or (2) of this subsection

(b) Local school systems shall, subject to any limitations specified in this Code section, provide special education programs for all eligible students with special needs who are residents of their local school systems, either by establishing and maintaining such educational facilities and employing such professional workers as are needed by these students or by contracting with other local schools systems, regional education service agencies, or other qualified public or private institutions for such services.

2. Section II: 160-4-2-.38 Education Program for Gifted Students

- i. [GA Gifted Definitions](#)
- ii. <https://apps.gadoe.org/sboe/SBOE%20Rules/160-4-2-.38.pdf>

3. Section III: SBOE Approved Regulations for Gifted Education Programs

- i. <https://bit.ly/SBOE-Gifted-Approved>

This manual is aligned with the Georgia Department of Education Resource Manual for Gifted Education Service, a companion document to The Georgia Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS and the Board-approved Regulations for Gifted Education adopted on May 10, 2012. The information assists teachers and administrators in providing instructional services to gifted students in Dublin City Schools. Parents and other interested parties can also use the resource manual to guide gifted education in Georgia. Please check the Georgia Department of Education (GaDOE) website for additional information or visit <https://bit.ly/FY26GaGifted-Manual>

The Superintendent and the Director of Gifted & Advanced Academic Services guide the identification and provision of education services for gifted students. Personnel directly responsible for program development, delivery, and evaluation include administration, curriculum directors/ instructional coordinators and gifted-endorsed teachers at each school. The administration of educational services for gifted-identified students within the Dublin City Schools District, determined by the superintendent and the local Board of Education, is reflected in this manual, *The Dublin City Schools Gifted & Advanced Academic Services Program Guide*.

Disclaimer

In compliance with Title VII of the Civil Rights Act of 1964 (P. L. 88-352), Dublin City Schools shall ensure that tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability to identify gifted students. The Dublin City Schools District shall be nondiscriminatory concerning race, religion, national origin, sex, disabilities, and economic background.

- Reference: 160-4-2-.38-

Definition

A gifted student, as defined by the Georgia Board of Education, is one who demonstrates a high degree of intellectual, creative, and artistic ability(ies); possesses exceptional leadership skills or excels in specific academic fields/ and needs special instruction and special ancillary services to achieve at levels commensurate with the student's abilities. Students in grades 1-12 in the district who demonstrate a high intellectual, academic, creative, and artistic ability identified through state eligibility requirements, shall be provided special services by Gifted & Advanced Academic Services Program.

Georgia Gifted Definitions

See #2 – page 5

Notification

In accordance with SBOE Rule 160-4-2-.38 Section (2) Requirements (a) Notification, Dublin City Schools provides communication materials in the students' home languages (e.g., English, Spanish, etc.) to inform parents, guardians, and stakeholders about gifted education services and processes.



II. GENERAL DISTRICT & GIFTED & ADVANCED ACADEMIC SERVICES PROGRAM INFORMATION

DUBLIN CITY SCHOOLS

Gifted & Advanced Academic Services Program

District Mission

The mission of Dublin City Schools is to prepare all students to be effective communicators, problem solvers, and lifelong learners

District Vision

The vision of Dublin City Schools is to be a world class charter school system that produces globally competitive students.

District Beliefs

We believe . . .

- In God's divine authority in this world, all people have equal worth, and family is the foundation of our community.
- All people with effort and positive attitude, and mutual respect can reach their highest potential through high quality educational experiences and resources.
- Collaborative communication among all stakeholders is vital for success.
- High performing and trustworthy leadership is vital to a strong school district.
- A safe, secure, flexible and loving environment promotes positive learning communities for academic achievement, personal growth and emotional well-being.
- Striving towards common student-focused goals unites diverse people.
- Early and on-going involvement by family and community is critical to success.

Gifted & Advanced Academic Services Mission Statement

It is the mission of the Dublin City Schools Gifted & Advanced Academic Services to recognize, nurture, challenge and develop the exceptional abilities of those learners who are gifted, talented, or high achieving so they can excel cognitively and creatively, while also confidently developing their social and emotional skills.

Gifted & Advanced Academic Services Program Goals:

The Gifted and Advanced Academic Program in Dublin City Schools is guided by the following goals:

- To provide an environment that will cultivate, challenge and encourage intellectual and creative abilities
- To provide program students with appropriate enrichment and acceleration according to the students' interests, readiness, and learning styles
- To help students develop a realistic self-concept which allows them to realize and to acknowledge their own and other's skills and talents
- To provide a classroom environment, taught by professionally qualified gifted-endorsed personnel, where students can freely and willingly take academic risks to communicate with their intellectual peers and teachers
- To provide the opportunity, structure, and high expectations which increasingly encourage constructive independence and self-sufficiency
- To encourage the development of a more extensive knowledge base
- To employ a rigorous and relevant K-12 curricula that will accommodate the range of academic and intellectual needs of gifted or advanced learners
- To develop advanced research skills and critical thinking strategies to enable program students to become independent seekers of knowledge

Public Review: Additional Information on Notification & Communication Outreach

Along with Dublin City Schools, the Gifted and Advanced Academic Services program provides various forms of communication to inform parents, guardians, students, faculty, and other stakeholders about its program and associated procedures for referrals. This information is also available in the student's home language as determined. These communication modes include, but are not limited to:

- Dublin City Schools Website
- Social Media Outlets
- Handouts/Flyers
- Brochures
- *Parent Square*
- School Handbooks
- Building Level Parent Meetings
- Governance Team Meetings

Annually, information relevant to Gifted and Advanced Academic Services is available to staff, students, parents, and interested stakeholders each school year, and always upon request.

Additionally, the ***Dublin City Schools Gifted & Advanced Academic Services Program Guide***, the State of Georgia Gifted Program Guide, along with other information is readily available on the District's webpage as Dublin City Schools makes every effort to inform all stakeholders of our provided services and processes.

Description of Program

General Information: Introduction Gifted Education Services

Dublin City Schools (DCS) is committed to the belief that each student has a right to receive an education based on individual needs. Gifted students are entitled to a differentiated curriculum consisting of courses of study in which the **content**, the **process** - that is, the instructional strategies utilized, and the resulting **product(s)** all are in alignment with our expectations of student mastery. This curriculum is to be appropriately administered in order to further develop a student's strengths, while also providing opportunities for them to reach their fullest potential. In accordance with this thinking, Dublin City Schools provides programming options for gifted, high achieving and talented students in grades K-12, that allows them to be educated in a manner that will both challenge and prepare them to participate successfully and ready to compete in the world in which they will live and work.

Referral Process for Gifted:

There are two types of referrals employed for denoting a potential gifted student. They are as follows:

I. Reported Referrals: Teacher, counselors, administrators, parents, guardians, peers, the student (self), or other individuals with knowledge of the student's abilities may refer a student for consideration.

This referral process has four basic steps:

- 1) **Referral:** Complete and submit a referral form with relevant data/evidence attached in support of the student to be a possible candidate for formal evaluation. Referral forms are available on the District website and at every school. At the school level, completed referral forms/evidence are submitted to the building gifted contact who will forward to the program director.
- 2) **Consent:** The referral, with the supporting evidence is sent for review to the Gifted Eligibility Team who will determine if further formal evaluation is warranted. If the Gifted Eligibility

Team approves, parents will be notified and must give formal consent/permission for the District to assess the student. The student will then move to the next step.

3) **Evaluation:** Testing will begin to identify if the student meets the SBOE criteria for placement in the gifted program. Students are assessed in 4 areas: a) mental ability; b) achievement; c) creativity; d) motivation. Upon completion of the testing process, the Gifted Eligibility Team meets again to review testing results and to make recommendations. Parents will be notified of results and before placement, they must agree to the provision of services.

4) **Next Steps:** Further analysis of the testing results by the Gifted Eligibility Team are used to determine the student's areas of strengths and to suggest instructional options that best meet the students' learning needs and areas of interests.

II. Automatic Referrals: Dublin City Schools also uses an automatic referral process to provide equal access and consideration for capable students who might not otherwise be nominated. Automatic referrals can be made based on student achievement on Nationally Norm Referenced tests as specified by GaDOE, and also on State, or districtwide non-norm referenced tests and can or may include some of the following assessments:

- PSAT
- IOWA Tests of Achievement – 90% or above (Reading/Math/Composite)
- *BEACON (Grades 3-8)* Math & Reading as aligned to established GaDOE cut scores
- *Georgia Milestone* – Level IV (Distinguished Learner) in ELA and/or Math as these students typically demonstrate strong potential that they are well-prepared for either the next grade and/or content level, as well as exhibiting college and career readiness.

1) When a student meets the Automatic Referral criteria, the student's teacher(s) of record, school counselor, or other faculty member as designated in each school, is responsible for completing the referral form and gathering additional evidence in support of the referral. That is then forwarded to the gifted contact person in their school. The school gifted contact will, in turn, notify the Program Director. The Director will review the referral and the supporting evidence and notify the Gifted Eligibility team. **NOTE:** A detailed description of the overall referral process, to include nomination, assessment and eligibility decision making process with testing procedures is below.

2) **Consent:** As with the Reported Referral Process, parental consent to test, must and will be obtained as part of the Automatic Referral process.

Assessments

Assessments utilized by Dublin City Schools in each area of measure are the most current editions of tests as approved by GaDOE. These assessments have been reviewed for 10 years prior to use for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities and economic background. Students are assessed in 4 categories: Mental Ability; Achievement; Creativity; and Motivation. **Assessment Regulations:** Students who are being evaluated for gifted services must be assessed in all 4 data categories and must have a qualifying score on a nationally norm-referenced test. If an assessment is used in one data category, it cannot be used in another category. For example, if a student has a qualifying score in achievement, that same assessment/scale cannot be used to determine eligibility in the area of mental ability. Or, if a teacher rating scale is used for creativity, a teacher rating scale cannot be used in the area of

motivation.

Eligibility

SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS allows local education agencies (LEAs) to use two procedures for determining students' eligibility for gifted education services. DCS utilizes both methods: Option A and Option B.

Option A

1. A student may score at the 99th percentile (for grade K-2) or the 96th percentile (for grades 3-12) on a composite or full-scale score of a standardized test of mental ability AND score at, or above the 90th percentile on the total battery, total math or total reading section(s) of a nationally-normed referenced test of academic achievement.

OR

Option B

2. A student may qualify through a comprehensive multiple-criteria assessment process by achieving the required score in any 3 of the 4 required areas of evaluation to include:

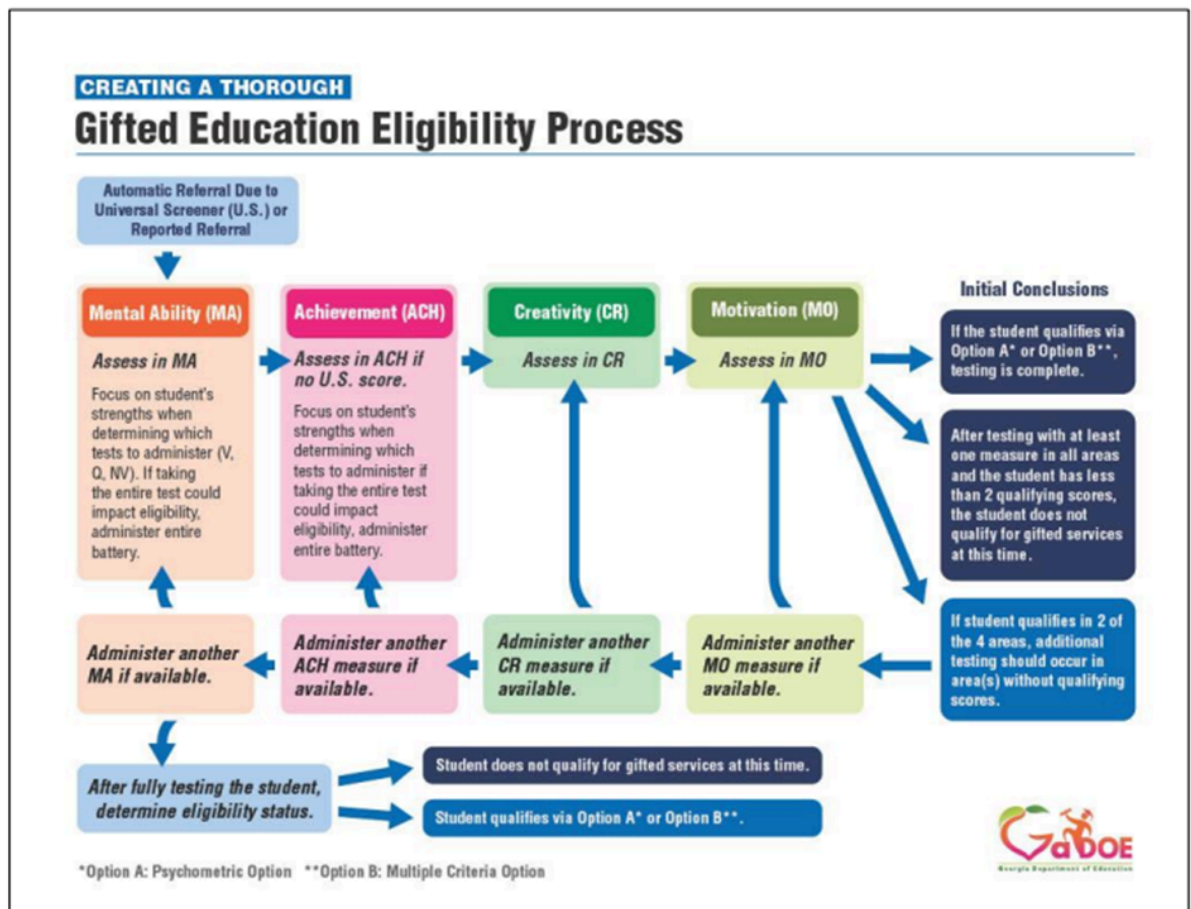
- Mental Ability (96%);
- Achievement (90%);
- Creativity (90%), and
- Motivation (90%).

NOTE: For grades 6-12, if NGA – GPA is used to determine motivation, then a student's NGA, when converted to GPA must be ≥ 3.5 on 4.0 Scale. This consists of a 2-year average of the 4-core subjects, plus 1 full year of a world language. Any test scores used to establish eligibility must be current within two years.

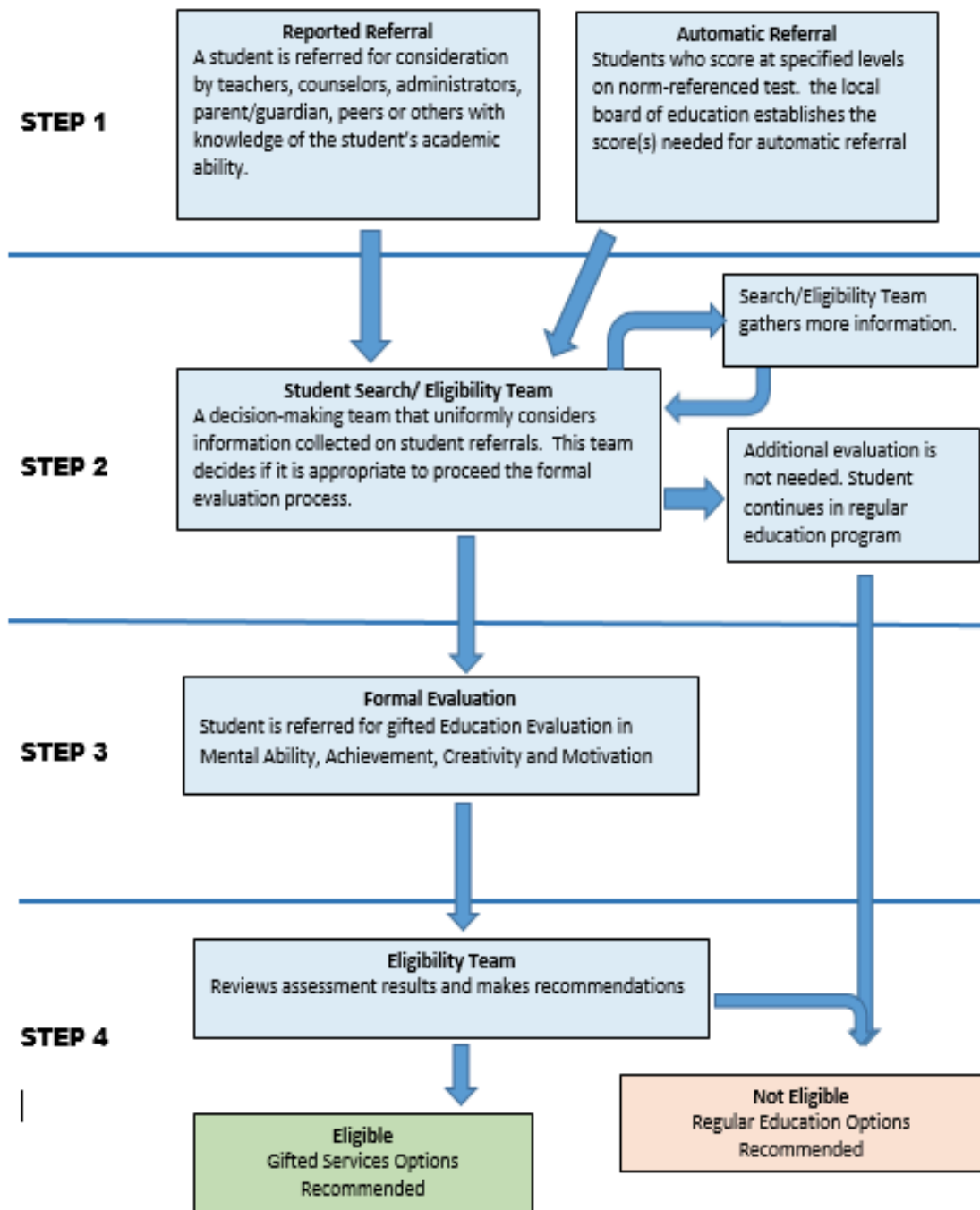
Gifted Education Referral & Eligibility Charts Below:

• In Option A and B, information must be gathered in each of the four categories. • At least one of the criteria must be met by a score on a GaDOE-approved, nationally norm-referenced test. • Any data used to establish eligibility in one category cannot be used to establish eligibility in another. • If a rating scale is used to evaluate creativity, a rating scale cannot be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale cannot be used to evaluate creativity. • Any piece of information used to establish eligibility must be current within two calendar years. • Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.		
CATEGORY	OPTION A	OPTION B
	Student must have a qualifying score in the mental ability AND achievement categories.	Student must qualify in three of the four categories.
Mental Ability	• Grades K-2: 99th % composite score on a Nationally age-normed mental ability test • Grades 3-12: $\geq 96\%$ composite score on a Nationally age-normed mental ability test	• Grades K- 12: ≥ 96th percentile composite OR appropriate component score on a Nationally age-normed mental ability test
Achievement	• Grades K-12: $\geq 90\%$ Total Reading, Total Math, or Complete Battery on a Nationally normed achievement test	• Grades K-12: $\geq 90\%$ Total Reading, Total Math, or Complete Battery on a Nationally normed achievement test • Grades K–12: Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of 3 or more qualified evaluators
Creativity	• Evaluation data required	• Grades K-12: $\geq 90\%$ on composite score on a Nationally normed creativity test

		- Grades K-12: Rating scales used to qualify student creativity must equate to the 90% - Grades K-12: Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of 3 or more qualified evaluators
Motivation	Evaluation data required	- Grades 6-12: Two-year average of a 3.5 NGA-GPA on a 4.0 scale in regular core subjects of mathematics, ELA, social studies, science, and a full year of a world language. - Grades K-12: Rating scales are used to measure student motivation & must equate to the 90% - 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



Referral & Eligibility Chart



Continuation Policy

GIFTED & ADVANCED ACADEMIC SERVICES CONTINUATION POLICY

In accordance with Georgia Gifted Rules and Regulations 160-4-2-.38, and utilizing the **Georgia Multi-Tiered System of Supports (GaMTSS)** a student who is officially identified as gifted, or one who is enrolled in the Dublin City Schools K-12 Gifted/Advanced Academic Program and/or courses is eligible to receive gifted program services provided the student successfully maintains and meets the following two criteria:

- a) Must maintain satisfactory academic progress and performance in all subject areas for both regular education courses and gifted advanced/honors classrooms.
- b) Satisfactory progress is defined as: The student must maintain, at minimum, a semester average grade of at least **80** in each gifted/honors academic subject/course. **[DCS Board Policy: Gifted Student Programs/Descriptor Code: IDDD]**

In the event that the student fails to meet the program continuation criteria, steps are taken to review the student's placement in the Gifted/Advanced Academic program/courses. Any student failing to meet the continuation criteria at the end of any grading period will be placed on academic probation for the next grading period. Parents will be notified of the student's probationary status. The student's grade level team (consisting of gifted teacher(s), regular ed. classroom teacher(s), an administrator, the student and parent) will meet to develop a plan for the student's improvement where tiers of interventions will be utilized. The plan's interventions will be geared toward supporting the student's academic improvement. The plan of improvement and interventions will be based upon documented deficiencies by the gifted teacher(s) and the regular classroom teacher. If parents do not attend the meeting, they will be notified in writing when a student is placed on probation.

At the end of the probation term, the grade level team will reconvene to recommend continuation in the program, or dismissal from the program. Parents are invited to this meeting. The decision will be based upon student performance as measured by criteria that was written in the student's plan for improvement. If parent's do not attend the meeting, they will be notified in writing concerning the final decision of the grade level team. If the criterion for the continued placement is not met during the subsequent grading period, the student will be exited from the program unless extenuating circumstances for continuation can be documented and if the Gifted & Advanced Academic Department agrees to extend the probation period. As warranted, a letter of removal from the program will be mailed to the parent by the Gifted & Advanced Academic Services Department.

Examples of Interventions – Interventions for gifted students should foster a learning environment that promotes the intellectual and personal growth of a gifted or talented student. A few examples are listed below.

- **Tiered Assignments:** Teachers provide varying levels of complexity with the same lesson.
- **Flexible Grouping:** Teachers flexibly group students together for specific activities of support to foster collaboration, deeper understanding, remediation, and/or acceleration of content.
- **Enrichment Activities:** – Teachers provide opportunities for students to explore topics in greater depth, engage with advanced materials, or work on projects that extend beyond the regular curriculum

- **Differentiated Curriculum:** Teachers tailor instruction to meet the specific needs of the student, including providing challenging tasks, appropriate support, and opportunities for student choice.
- **Mentorship:** Teachers/Administration connect gifted students with mentors who can provide academic guidance as well as emotional and social support.
- **Goal Setting:** Teachers assist students with setting their own learning goals and tracking academic performance data.
- **Technology Integration:** Teachers utilize technology software to remediate skills and/or provide access to advanced learning tools to supplement classroom instruction
- **Specialized Accommodations:** Teachers make adjustments to the environment, curriculum, or the way information is presented, to help students with disabilities (Twice Exceptional Students) participate equally in the learning. This could include providing class notes, offering assistive technology, extending time on tests, modifying due dates/work schedules, or physically altering a workspace to make it more accessible.

Student progress is reviewed each semester for each gifted student receiving gifted education services with continuation recommendations that could include probation. This Continuation Policy is made in accordance with Dublin City Schools policies and procedures with only gifted courses being considered.

Re-entry into Program

Students who have not been in the program either by reason of being exited, or being inactive for some other reason, may resume gifted services if they meet the requirements for satisfactory academic performance. Re-entry may be considered only at the beginning of a school year. An official request (petition) to be re-entered into the program must be received by the attending school who will notify the Director of Gifted & Advanced Academic Services. Student records will be reviewed by the District's Gifted Eligibility Team and a determination made as to whether re-entry is approved or not. Student and parents will be notified.

Reciprocity

Any student who meets the Georgia eligibility criteria for gifted education services shall be considered eligible to receive gifted services in any public school system within the state. Before receiving gifted services in Dublin City Schools, documentation of eligibility must be received by the district. Any student with proof of gifted eligibility transferring into Dublin City Schools from within the State of Georgia will be granted reciprocity and can begin services upon enrolling. Students moving into Georgia from out-of-state, but who may be gifted identified are strongly encouraged to be evaluated during the district's next available testing window in order to determine eligibility as aligned to Georgia requirements and the guidelines of Dublin City Schools.

NOTE: Reciprocity is also granted for students of active military personnel and Gold Star families transferring into Dublin City Schools with current gifted eligibility from another state.

Non-System/External Evaluations

The district's Eligibility Committee can consider test data that was gathered and analyzed from a source outside the school system as an additional layer in support of the referral. However, this outside data shall not, nor will not, be substituted for District data gathered during the testing/evaluation process. In other words, if a student has been tested by an outside source (e.g. private psychologist, university, clinic, etc.), the Eligibility Committee may consider those test results, but the District will not accept those results as a substitute for in-District testing/formal evaluation

for admittance into the program.

Admittance of Non-Identified Students

The district will allow non-identified, but high-achieving students to participate in the Gifted and Advanced Academic Services pending they meet certain requirements. Parents of students who wish to attend the Irish Gifted Academy (K-8) must complete the application process. Dublin High School student must petition/apply. All non-identified are held to the same requirements/levels of expectation as those who are identified. Additional information is found on pages 38-43 of this manual.

Dublin City Board of Education & Policy

DCS Board Policy: Gifted Student Programs

Descriptor Code: IDDD

Dublin City Schools

Adopted: 1/13/1997

Revised: 2013

The Dublin City Schools shall identify and serve gifted students as prescribed by state law and SBOE Gifted Rule 160-4-2-.38. The Superintendent or designee shall develop and implement administrative procedures for the operation of the District's gifted education program, including its criteria for continuation of gifted services to applicable students. Such administrative procedures shall be made available for review by the public and the Georgia Department of Education.

Georgia IDDD-Gifted Student Program

The Georgia Board of Education Rule 160-4-2-.38 **EDUCATION PROGRAM FOR GIFTED STUDENTS** and the State Board-approved Regulations for Gifted Education outlines the expectations for gifted services. The information contained in this manual supplements the rules and regulations and provides assistance to teachers and administrators who provide instructional services to Georgia's gifted students. Additionally, parents and other interested parties can go to [Georgia Manual for Gifted Services](#) to find additional information on gifted education in Georgia.

Gifted Education Service Models

Dublin City Schools utilizes the Advanced Content Model (K-12) and Advanced Content Classes – AP/IB (9-12) to serve our gifted identified students. The District ensures adherence to these delivery models as described by the GaDOE Gifted Resource Manual.

Advanced Content Model (K-12)

- Students are homogeneously grouped on the basis of achievement and/or interests ELA, math, science, social studies, world languages, fine arts, computer science, and .0 Career, Technical, and Agricultural Education-CTAE courses.
- The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area.
- The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes.
- The local board of education must maintain a description of the course curriculum which 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.
- Identified gifted students in the advanced content course may be counted at the gifted FTE weight. Students who are high achieving, but not identified as gifted must be counted at the regular education FTE weight.
- In grades K-5, gifted students may receive no more than two gifted FTE segments per day of advance content service in the same content area.
- Gifted Honors (6-12), Cambridge Middle School, IB Middle Years Programme (IBMYP) and

Pre-AP courses to earn FTE Gifted funding must have: Teacher must have the appropriate content-area GaPSC-approved certificate in the specific honors course; the teacher has a current GaPSC-issued gifted endorsement; the Cambridge, IB, or Pre-AP teacher must complete the appropriate professional development courses required by Cambridge, College Board, or IB.

- Gifted FTE segment(s) may not be earned in the K-5 advanced content service model, if the gifted student is already receiving a cluster or collaborative gifted FTE segment in the same content area. For example, a student cannot earn a gifted FTE segment in advance content mathematics and earn a gifted FTE segment in the cluster or collaboration model in mathematics.
- To earn FTE gifted funding, the teacher must: Have completed content-area GaPSC-approved certification AND have a GaPSC-approved gifted endorsement OR be actively enrolled/participating in a gifted endorsement program.

Advanced Content Classes: Advanced Placement (AP) courses (9-12), International Baccalaureate (IB) courses, and Cambridge Courses

Students are homogeneously grouped based on achievement and interests in any content area: ELA, math, science, social studies, world languages, fine arts, computer science, and .0 Career, Technical, and Agricultural Education-CTAE courses. The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area.

- The local board of education must maintain a description of the course curriculum, which is based on the College Board, the International Baccalaureate (IB) or the Cambridge framework. These frameworks very clearly show how the AP, IB and Cambridge advanced course content, teaching strategies, pacing skills and assessments differ from the courses more typical for students at that grade level.
- The total class size specified by the SBOE is 21 at the high school level.
- In order to count the gifted students in grades 9-12 in AP, IB, and/or Cambridge courses at the gifted FTE weight, the teacher must have the following qualifications:

For AP Courses:

- Teachers must have appropriate content-area GAPSC approved certification AND one of the following:
- Current GaPSC-issued gifted endorsement/certification, or currently enrolled in an approved gifted endorsement program, and
- The teacher has completed the appropriate AP Summer Institute training endorsed by the College Board for that specific AP course, or
- Has completed a 10-hour clock gifted professional development course in the *Nature and Needs of the Gifted Learner and Curriculum Differentiation for Gifted Learners*.

For the IB: (We do not offer Cambridge)

- Teachers must have appropriate content-area GAPSC approved certification AND one of the following:
- The teacher has a current GaPSC-issued gifted endorsement/certification or enrolled in an approved gifted endorsement program, and
- The teacher has completed the appropriate training endorsed by IB for that specific IB course or by Cambridge for the specific Cambridge course, or
- Has completed a 10-hour clock gifted professional development course in the *Nature and Needs of the Gifted Learner and Curriculum Differentiation for Gifted Learners*.

NOTE: Placement & Number of Students - Many gifted education decisions and procedures are left to the discretion of local school systems so that they may address the unique needs of their communities. This is especially evident in systems that have been awarded IE-2 or Charter status by the Georgia Board of Education. Therefore, as a charter system, Dublin City Schools aims to adhere to all outlined Georgia State Board of Education (GaBOE) Rule 160-5-1-.08 policies, and procedures for gifted education; however, as a small charter district, we waive, but only as needed, the State's expectation of 17 students per class at the elementary level and 21 students per class at the high school level as most often the numbers fall below the expectations. Additionally, the district has mandated that all teachers of gifted hold the required GaPSC Gifted In-Field certification requirement and will no longer utilize the collaborative model. Moreover, the District is also exploring the concept of Innovative Models to be utilized in the future.

Curriculum & Services Provided

Gifted instruction in Dublin City Schools is grounded in and aligned to the Georgia Standards of Excellence, SBOE approved curriculum courses and curriculum guides, along with local curriculum and instructional guides. In accordance with the *Programming Standards for Meeting the Needs of the Gifted Learner*, gifted instructional programs should extend beyond what one would typically experience in a regular classroom. Consequently, the DCS gifted instructional program includes more elaborate, complex, and in-depth study of ideas, problems, and themes that is intended to promote the cognitive and affective growth of our gifted learners. Evaluation of the gifted students' mastery of standards is provided at the end of each grading period while, curriculum review and assessment revisions occur annually for each content area (K-12).

As a framework for the DCS program, the district utilizes [General Programming Standards for Meeting the Needs of Gifted & High Ability Learners](#). Curricula for gifted education learners must incorporate the SBOE-approved standards (GSE). Local BOE curricula for gifted students focuses on developing cognitive learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation. Differentiated instruction is a practice based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students. Teachers must be flexible in their approach to teaching and adjust the curriculum and their teaching of the information to the students rather than expecting the students to modify themselves for the curriculum.

A differentiated curriculum for gifted learners includes the following expectations:

Content: Complex and challenging subject matter that:

- Requires intellectual struggle
- Utilizes 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

Environmental: 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-assessment through rubrics
- Creation of goal-based checklists
- Conferencing, commentary, and qualitative feedback

Gifted Skill Areas – The following skill areas are emphasized as part of our gifted education services.

Gifted students will . . .

- ❑ develop cognitive skills such as problem solving, critical thinking, decision-making, innovative thinking, citizenship, and leadership development.
- ❑ develop advanced research and reference skills through investigations, evaluating and using information and comprehension, accessing reference materials – primary & secondary sources, accessing reference materials, independent study and data analysis.
- ❑ develop communication skills and ideas through the use of new techniques, materials, and formats and how to accurately and effectively communicate those with others through visual, oral, and written communication.
- ❑ develop their mental habits and metacognitive skills as well as develop an understanding of self and how their unique characteristics may influence interactions with others.

DCS Elementary/Middle School Program for Gifted

Elementary and Middle Grades school students in Dublin City Schools, grades K-8 who meet the Gifted education eligibility criteria are served daily using the Advanced Content Model at the Irish Gifted Academy for classes in the areas of Reading/English Language Arts, Math, Science, and Social Studies, fine arts, computer science and other areas of interest. Students who are not identified as gifted, but who are high achieving, highly motivated, talented, or who demonstrate exceptional intellectual ability or interest, and who demonstrate high academic achievement in a particular content area(s) can make application to be included in the IGA Program of Choice. IGA is all day program that provides content and pacing that is differentiated to the degree that the activities are more advanced and beyond that which the typical student at that grade level could successfully complete. Grounded in the Georgia Standards of Excellence, the IGA curriculum is built upon academic content foundations and centered on interdisciplinary enrichment activities. The Advanced Content (K-12) model is focused on developing cognitive learning, honing research and reference skills/methods, fostering in-depth learning of self-selected topics, increasing metacognitive skills, advancing personal communication skills, and encouraging community involvement to include the use of advanced research, problem solving tactics, and the development of individual products to be shared with real audiences that, in turn, promotes student creativity, self-confidence and resilience. 8th Grade IGA students may be offered certain high school courses as allowed via GaDOE rules/regulations; however, these students will not receive any course quality points as they are not full-time enrolled DHS students. Moreover, these quality (3pts honors & 5 pts AP/IB only) points are only used for DHS internal purposes and thus, are not available for 8th Grade students.

NOTE: In very rare instances, the parent of a K-8 gifted identified student may choose to have their student “opt out” of attending the Irish Gifted Academy and as such, the parent may choose for the district to not provide gifted services to their student; however, if the parent does want their child to

receive gifted services every effort will be made to do so at the student's base school where the district will utilize the Advanced Content Model with adherence to all model regulations.

High School Program(s)

At Dublin High School, the District serves high school students who meet gifted eligibility through Honors/AP/IB Advanced Content Classes in the areas of English language arts, math, science, social studies, fine arts, world languages, computer science and .0 Career, Technical, and Agricultural Education-CTAE courses. These opportunities are available through the following identified classes/courses: Honors Classes, Advanced Placement (AP) Courses, and International Baccalaureate (IB) Program. The content, pacing, and process skills emphasis, along with the student outcome expectations on the advanced course path differ from the courses typical students at that grade level would take in the specific content areas. High School students who are not identified as gifted-eligible, but who are talented, highly motivated, who demonstrate exceptional intellectual ability or interest, or who demonstrate high academic achievement in a particular content area can be included in Advanced Content Classes, (i.e., Honor Classes, AP Courses, IB, and Postsecondary Options) based upon the student meeting the school-level criteria and/or any other additional guidelines for entrance into those classes. Their participation is determined by achievement criteria developed for the school level, seat availability and parental permission. Quality Points: Because of the many academic demands of these Honors/Gifted high school classes, additional quality points (3 pts for Honors courses and 5 pts for AP or IB courses) will be computed into the high school student's final overall grade for the course upon successful completion of the course at the end of the school year. Quality points are only added for the purpose of helping to distinguish Valedictorian and Salutatorian as all colleges & universities do not consider the points for the student's overall GPA and remove them. Quality points ARE NOT awarded for any honors/gifted course taken prior to being officially enrolled as a full-time student in Dublin High School, or for any non-gifted/honors course. Quality points ARE NOT awarded for any dual enrollment/college courses as those are not considered gifted or advanced classes by the State.

Data Collection, Student/Group Records, FTE and CPI

The Gifted & Advanced Academics Service Department collects and maintains data relevant to the program. Data is maintained on the number of students referred for eligibility evaluation to receive gifted services, the source of the referral, the number of students determined to be eligible for services, the number of students served during the school year. This data is archived and maintained by subgroups, which include grade level, race, gender and ethnicity and becomes part of the district's CPI information. Dublin City Schools also participates in the States' program self-evaluation review which occurs on a 3-year cycle using GaDOE criteria. Additionally, the program director conducts annually an internal evaluation to review administrative procedures, the local Resource Manual for Gifted Services and ways to improve and extend the program. As is relevant to FTE, Gifted funding is earned for all gifted-identified students who receive gifted education services as authorized by O. V. G. A., 20-2-161 QBE Funding Formula. FTE regulations are followed according to ***GaDOE's Gifted Resource Manual***. Core documentation must be kept on file permanently. These items include student eligibility reports, parental consent and program descriptions. Test materials can be shredded as long as all test scores are well-documented to include score results and dates of testing. System testing materials are housed/locked in the program director's office. All Gifted students are flagged in Infinite Campus.

Professional Learning

Throughout each school year, Dublin City Schools offers high-quality professional development opportunities, that can include mentoring geared to enhancing the instruction and the services for

the Gifted and Advanced Academic Services Program. Moreover, the district promotes participation of the gifted education specialist and the general education teachers in on-going professional learning geared toward increasing subject matter expertise, implementing effective differentiation strategies, improving curricula, instructional strategies, the effective use of data, and assessments tailored for gifted learners.

* Additional professional learning opportunities include, but are not limited to the following:

- Gifted Endorsement Add-On Certification
- AP Certification
- IB Training and Certification
- PL options through membership in GAGC
- Attending GAGC in the Spring
- PL Opportunities via GaDOE online portal
- RESA Trainings

Professional Qualifications

Teachers of locally developed Gifted or Honors courses must have, or be actively pursuing, the Gifted In-Field Endorsement and they must be fully certified with GaPSC in the content area or grade level in which they are serving. Teachers of AP or IB courses must have the (a) the proper content area certification from the Professional Standards Commission; (b) hold the GaPSC Gifted In-Field Endorsement, or enrolled in an approved endorsement program, or have successfully completed the GaDOE 10-clock hour gifted education professional learning course(s); and, (c) must have successfully completed Advanced Placement College Board or International Baccalaureate training in the specific content course area in which they are teaching.

GaMTSS – Georgia Multi-Tiered System of Supports

* See pages 14 & 15 of this manual. Additional tiered supports are included below:

Table 2: Tiered Supports Options for the Gifted/High-Ability Learner

Students may need Tier 1 types of support for one content area and Tier 3 types of support for another.

Tier 1	Tier 2
Flexible-Learning Groups	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
Options for Competition	Subject Advancement within class
Flexible Seating	Curriculum Compacting
Varied Scaffolding	Advanced Centers/Stations
Varied Computer Programs	Spelling by Readiness
Design-a-Day	Varying Organizers
Varied Supplemental Materials	Community Mentorships
Stations/Centers	Simulations
Think-Pair-Share	Group Investigations
Open-ended Activities	Multiple Assessment Methods
Explorations by Interest	Student choice in learning activities
Tier 3	
Advanced Content English/language arts, mathematics, science, and/or social studies courses (honors)	Above grade level accelerated English/language arts, mathematics, science, and/or social studies courses
Resource Classes	Advanced Placement Classes
Independent/Directed Study	International Baccalaureate Classes
Socratic Seminars	Cambridge Classes
Internship/Mentorships	Whole Grade Acceleration

Further

Visit:

Information:

<http://www.gagc.org> or

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

Email: gifted@doe.k12.ga.us or

executiveassistant@gagc.org

Call: Georgia Association for Gifted Children at 404-875-2284

Additional Resources:

- National Association for Gifted Children
- Pre-K-12 Gifted Programming Standards (www.nagc.org)
- Georgia Department of Education Resource Manual at

For More Information:

GaDOE
1766 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Mary Jean Banter

GaDOE Gifted Program Manager
mbanter@doe.k12.ga.us
(470) 763-1087

For Gifted Education Services:

The Georgia Association for Gifted Children an
Affiliate of the National Association for Gifted Children

Lisa Hackney

GaDOE Gifted Program Specialist
lisa.hackney@doe.k12.ga.us
(470) 607-4266

III. System Forms

DUBLIN CITY SCHOOLS
Gifted and Advanced Academic Services

REFERRAL FOR GIFTED EDUCATIONAL SERVICES

The following items of documentation are required to be submitted with this referral form in order for any student to be considered for testing in the Gifted/Advanced Academic Program:

- ____ 1) Completed Referral Form*
- ____ 2) Copy of latest standardized achievement scores - must be within the last 2 years & **ONLY** if available. (i.e., IOWA, SAT-10, KTEA, etc.)
- ____ 3) Copies of Local Benchmark Scores/Data*
- ____ 4) Copy of Most recent GA Milestone Score Sheet*
- ____ 5) Student's Lexile Score*
- ____ 6) Copy of the student's most recent Report Card (not a Progress Report) *
- ____ 7) Copy of Vision/Hearing screening report (only if available)

*** The school is responsible for providing the info from #'s 1, 3, 4, 5, 6. #'s 2 & 7, but only if available.**

PLEASE PRINT, COMPLETE THIS FORM & SUBMIT ALONG WITH THE ABOVE REQUESTED ITEMS TO THE SCHOOL'S GIFTED CONTACT, ADMINISTRATOR OR COUNSELOR. GIFTED SITE PERSON WILL FORWARD INFORMATION TO THE PROGRAM DIRECTOR.

FOR DISTRICT OFFICE USE ONLY

Date Submitted: _____

Teacher: _____

School: _____

____ Copy of Vision/Hearing screening report Date Completed ____/____/____

DUBLIN CITY SCHOOLS
Gifted and Advanced Academic Services

REFERRAL FOR GIFTED EDUCATIONAL SERVICES

**COMPLETE THIS FORM TO THE MAXIMUM DEGREE POSSIBLE AND RETURN TO
 GIFTED EDUCATION SERVICES**

Referred by: ____ Teacher ____ Parent ____ Other: (Type of Association: _____)

Name of Referring Party: _____ Date: _____

Student's Name: _____ Grade: ____ School: _____

Student's DOB: _____ Race: _____ Sex: _____ Ethnicity: _____

Check if Applicable: ____ Student w/Disabilities ____ English Language Learner ELL/ESOL

Student's Homeroom Teacher: _____

Parent(s) Guardian(s) Name: _____

Student's Home Address: _____

Parent's Cell #'s _____

Business/Work Phone #'s: _____

With whom does the student reside? _____

REASONS FOR REFERRAL (CHECK ALL THAT APPLY)

____ Automatic Referral (Nationally Normed Reference Test, Ex: IOWA >95%, or most recent **GA Milestone – scoring @ a Level 4 in both ELA & Math.**

____ Strong Academic Performance.

____ Evidence of Creative Strengths/Behavioral Characteristics

____ Information from previous school

____ Other

COMMENTS:

*** IS ALL SUPPORTING EVIDENCE LISTED ON THE REVERSE OF THIS PAGE ATTACHED?**

**DUBLIN CITY SCHOOLS
GIFTED & ADVANCED ACADEMIC SERVICES**

PARENTAL CONSENT FOR TESTING/EVALUATION

Your child is currently under consideration for enrollment in the Gifted/Advanced Academics Program in Dublin City Schools. Testing is required as part of the process to determine if he/she meets state and program requirements. Once the total process of evaluation is completed, you will be notified in writing of your child's eligibility status. You will be given the opportunity to discuss, with your child's school, the results of the testing and consideration for eligibility and placement if you wish. Please check the appropriate space and provide the ALL information below, sign this form, and return it to your child's school's administrator or designee. (PLEASE PRINT).

_____ I agree for my child to be evaluated.

_____ I do not agree for my child to be evaluated.

Student's Name

Date of Birth

Student's State ID Number

Student's School

Parent(s) Name

Mailing Address

Working Cell Number

Work Phone Number

Signature of Parent/Guardian

Date

DUBLIN CITY SCHOOLS
GIFTED & ADVANCED ACADEMIC SERVICES

**PLACEMENT NOTIFICATION
GIFTED ELIGIBILITY REPORT**

Dear Parent,

Based upon the acquired data gathered from gifted eligibility testing, your child is eligible for placement in the Gifted/Advanced Academics program. If you have any questions about your child's eligibility, or the proposed placement in the program, you may ask those questions at the Eligibility Team meeting conference. No change will be made in your child's educational program until you are consulted and approve this proposed placement.

A Gifted Individual Program Description will be provided for you at the Eligibility Placement meeting. Please note, that once admitted to receive gifted services, your child's academic progress will be reviewed each semester as described in the Continuation Plan that will be provided to you during this meeting. Determination of continuation to receive gifted services is based on this Academic Probation Plan. You will be informed if, or when your child's placement is in ever in jeopardy. After the initial placement, your child's continued placement in the Program is based on this meeting the expectations outlined in the plan; therefore, please review the plan with your child so that he/she understands what is expected of them when enrolling in Gifted/Advanced Academic classes, with the goal being for the student to strive and maintain those expectations.

An Eligibility-Placement meeting will be held on _____ where you will be asked to sign in the appropriate section on the Eligibility Form. Copies of all relevant paperwork will be provided for you at that time. We look forward to working with your child so that he/she may be challenged to the best of their ability.

Sincerely,

Dr. Susan W. Thornton

Dr. Susan W. Thornton
Director of Gifted & Advanced Academic Services K-12

*** Please indicate your choice below and sign and return this letter to the proper school official.**

* _____ I agree to the gifted programming placement for my child.

* _____ I chose to opt out of gifted programming placement for my child.

Parent Signature

Date

Program Director's Signature

Date

Copy To: Student File; Parent Copy; System Copy

**DUBLIN CITY SCHOOLS
GIFTED & ADVANCED ACADEMIC SERVICES**

**ELIGIBILITY TEAM RECOMMENDATION NOTICE
REGARDING **NON-ELIGIBILITY** TO THE PROGRAM**

STUDENT: _____ DOB: _____

SCHOOL: _____ DATE: _____

Dear Parent,

Attached you will find the results of the Gifted Eligibility Team's findings used to help determine if your child has met the requirements as determined by GA Gifted Rule 160-4-2-.38 for placement in the Gifted and Advanced Academic Program in Dublin City Schools. As a result of the assessment process and the careful evaluation of other relevant data, it has been determined that your child will best be served through continued placement in his or her current course of study.

The fact that your child was considered for participation in the Gifted Program is an indication that your child generally demonstrates characteristics beyond that of the average student, but does not qualify at this time. Please review the enclosed report. This copy is provided to you for your records and is a summary of the results of the assessments. This information is being made available to you and to your child's teacher(s) should either of you want to follow up on providing enrichment opportunities for the continued academic growth of your child. Please note, the waiting period to retest the student is a minimum of one full school year with the strong recommendation of two *full* school years in order for the student to mature academically and emotionally.

If you have further questions regarding the consideration of your child's program eligibility, please call the administrator at your child's school.

Sincerely,

Dr. Susan W. Thornton

Dr. Susan W. Thornton
Director of Gifted & Advanced Academic Services K-12

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**DUBLIN CITY SCHOOLS
GIFTED & ADVANCED ACADEMIC SERVICES**

**Dr. Fred Williams, Superintendent
Dr. Susan W. Thornton, Director of Gifted and Advanced Academic Programs**

Gifted Eligibility/Review Team Meeting Notes

Date(s): Meeting #1 _____ **Meeting #2** _____

Student: _____

School & Grade: _____

Source of Referral: _____

Date of Referral: _____ **Date Finalized:** _____

Committee's Decision: (Check one)

____ Refer to Test

____ Wait and Watch

____ Gather More Information

____ Recommended for Placement

____ Do Not Test

____ Does not qualify for Placement

#1 Meeting Notes: _____

#2 Meeting Notes: _____

<u>Eligibility Team:</u>	Meeting # 1	Meeting # 2
---------------------------------	--------------------	--------------------

Administrator:	_____	_____
----------------	-------	-------

Counselor/Advisor:	_____	_____
--------------------	-------	-------

Elem. T. of Gifted:	_____	_____
---------------------	-------	-------

MS T. of Gifted:	_____	_____
------------------	-------	-------

HS Teacher of Gifted:	_____	_____
-----------------------	-------	-------

Reg. Ed Teacher:	_____	_____
------------------	-------	-------

Other:	_____	_____
--------	-------	-------

Team Chairperson:	_____	_____
-------------------	-------	-------

**DUBLIN CITY SCHOOLS
GIFTED & ADVANCED ACADEMIC SERVICES**

**Dr. Fred Williams, Superintendent
Dr. Susan W. Thornton, Director of Gifted & Advanced Academic Services K-12**

RECIPROCITY/TRANSFER STUDENT GIFTED PROGRAM ENTRY FORM

Student: _____

DOB: _____ Student ID: _____

Grade: _____ Date of Entry: _____

Reciprocity

In State: A student who withdraws from a gifted program in another school district in the State of Georgia and enrolls in Dublin City Schools will need to present documentation that confirms gifted education service was provided in the previous school district. The transferred student must meet the terms of the Dublin City Schools Continuation Criteria to continue to receive services.

The above child is eligible for Gifted Education Services based on reciprocity from

_____ (name of previous system).

Gifted paperwork received from previous system: _____ Yes _____ No

Student meets continuation criteria for Dublin City Schools: _____ Yes _____ No

I agree to the recommended gifted program placement for my child enrolled in Dublin City Schools.

Parent

Date

**DUBLIN CITY SCHOOLS
GIFTED & ADVANCED ACADEMIC SERVICES**

**Dr. Fred Williams, Superintendent
Dr. Susan W. Thornton, Director of Gifted & Advanced Academic Services K-12**

**STUDENT GIFTED & ADVANCED ACADEMIC PROGRAM
GRADING PERIOD REVIEW**

Date: _____ Student: _____

DOB: _____ Grade: _____ Base School: _____

DELIVERY MODEL: Advanced Content **SITE OF SERVICES:** IGA DHS
(Circle One)

Parent Notification:

In accordance with Georgia Gifted Rules and Regulations 160-4-2-.38 - Education Program for Gifted Students (2023 - Ga. Comp. R. & Regs. 160-4-2-.38), Dublin City Schools is providing you with Continuation information on the manner in which Gifted and Advanced Academic Program students are evaluated in order to continue in the program. Throughout the school year, enrolled students are required to meet certain performance standards in order to maintain their program eligibility and to continue receiving Gifted/Advanced Program services/classes.

A student who is officially identified as gifted, or one who is enrolled in the K-12 Gifted/Advanced Academic Program and/or courses is eligible to receive gifted program services provided the student successfully maintains and meets the following two criteria:

- a) Must maintain satisfactory academic progress and performance in both regular education and gifted/advanced/honors classrooms.
- b) Satisfactory progress is defined as the student must maintain a minimum grading period average minimum of **80** in each gifted/honors academic subject.

In the event that your student fails to meet this continuation criteria, steps are taken to review the student's placement in the Gifted/Advanced Academic program/courses. Thus, any student failing to meet the continuation criteria is placed on academic probation for the subsequent grading period. Parents will be notified of the student's probationary status. Students will have the subsequent grading period to restore their grade to the required minimum score of 80. If they do not, then he/she will be withdrawn from the program and returned to their regular classroom setting at their respective base school.

(Run pages 32-33 back-to-back)

STUDENT: _____ Grade Level _____

GRADING PERIOD: _____ DATE: _____

ACADEMIC PROGRESS

COURSES	CURRENT AVERAGE	TEACHER SIGNATURE
READING		
ENGLISH/LANGUAGE ARTS		
MATH		
SCIENCE(S)		
SOCIAL STUDIES		
FOREIGN LANGUAGE		

Overall student progress will be reviewed each grading period at your student's school. Students **MUST** meet program continuation criteria by maintaining a minimum average of 80 or above in each honors/gifted academic course. For Dublin High School students: 80 or above in all core subjects in which a Carnegie Unit or state credit is awarded. Failure to do so will result in the student being placed on program academic probation. **Parents of students on Academic Probation are to receive a copy of this notice along with the student's grade report for the grading period. A Parent Conference is also recommended.**

DIRECTIONS: Teachers complete the chart above and provide parental notice below according to the aforementioned continuation criteria. Parent is to sign and return the form to the school/teacher.

PARENT NOTIFICATION:

_____ Your student is on Academic Probation

Probationary Period:

ELEMENTARY/MIDDLE GRADES: _____ Semester I _____ Semester II

HIGH SCHOOL: _____ 1st 9-weeks _____ 2nd 9-weeks _____ 3rd 9-weeks _____ 4th 9-weeks

(Teacher's Signature) Signed by Principal or Designee*

Date: _____

Parent's Signature _____

Date: _____

(School/Teacher maintains a copy; parent receives a copy; Gifted Director receives a copy)

**DUBLIN CITY SCHOOLS
PROGRAM FOR GIFTED & ADVANCED ACADEMICS**

**Dr. Fred Williams, Superintendent
Dr. Susan W. Thornton, Director of Gifted & Advanced Academic Services K-12**

**GIFTED & ADVANCED ACADEMIC SERVICES
STUDENT END-OF-YEAR ANNUAL REVIEW**

Date: _____ Student: _____

DOB: _____ Grade: _____ School/Base School: _____

Annual Review Performance/Progress:

COURSES	MID-YEAR AVERAGE	END OF COURSE AVERAGE	GA MILESTONE SCORE (as applicable)
READING			
ENGLISH/LANGUAGE ARTS			
MATH			
SCIENCE(S)			
SOCIAL STUDIES			
FOREIGN LANGUAGE			

Has the student been on Academic Probation previously this school year? ____ Yes ____ No

I. Delivery Model: ____ Advanced Content K-12 ____ Advanced Content AP/IB ____ Other

II. Program Description: Gifted and Advanced Classes K-12

All levels of the Program for the Gifted must include instruction in skill areas basic to Gifted Education which include (1) Developing Cognitive Skills; (2) Learning Skills; (3) Research and Reference Skills; and (4) Communication Skills. The Gifted Curriculum in each content area (English/Language Arts, mathematics, world languages, fine arts, social studies, & the sciences), incorporates these skill areas into units, courses and/or activities which reflects differentiation in content, process, products, environments and assessments.

DIRECTIONS: Teacher & Principal: Complete this form and make a collaborative recommendation below according to the District's Continuation Criteria. Principal: Notify parent(s) as necessary and return the completed form to the Program Director:

RECOMMENDATION: ____ Continue ____ Academic Probation ____ Withdraw from the Program

Gifted Teacher's Signature Date

Administrator's Signature Date

Director of Gifted & Advanced Services Signature Date Received

(School maintains a copy; parent receives a copy; Gifted Director receives a copy)

**DUBLIN CITY SCHOOLS
GIFTED & ADVANCED ACADEMIC SERVICES**

Dr. Fred Williams, Superintendent

Dr. Susan W. Thornton, Director of Gifted & Advanced Academic Services K-12

**NOTICE OF PROBATIONARY STATUS
TEACHER/PARENT CONFERENCE FORM**

*** FOR TEACHER USE**

Student: _____ Date: _____

A review of your child's performance in the Gifted and Advanced Academic Program has been completed by the school and/or Course or Program teacher. This review has determined that:

_____ Your student has been placed on probation because of failure to meet the Gifted Program continuation criteria of maintaining a minimum average grade of **80** in one or more of his or _____ her honors/gifted academic subjects.

Probationary Period: _____

Probationary Expectations: _____

Gifted Teacher Signature Date

Parent's Signature Date

(School/Teacher maintains a copy; parent receives a copy; Gifted Director receives a copy)

DUBLIN CITY SCHOOLS

GIFTED & ADVANCED ACADEMIC SERVICES

Dr. Fred Williams, Superintendent
Dr. Susan W. Thornton, Director of Gifted & Advanced Academic Services K-12

PROGRAM WITHDRAWAL FORM
GIFTED and ADVANCED ACADEMICS

Date: _____

_____ will be withdrawn

from the Gifted and Advanced Academic Program beginning _____ for the

following reason(s):

_____ Failure to meet Continuation Criteria

Comments: _____

_____ Scheduling Conflicts

_____ Parent Request

_____ Student Request (9-12 only & parent notified)

_____ Other (Please specify): _____

Comments:

If you would like a conference to discuss your child's withdrawal from the Gifted Program, please contact your building administration.

Director of Gifted & Advanced Academic Services

DUBLIN CITY SCHOOLS

GIFTED & ADVANCED ACADEMIC SERVICES

Dr. Fred Williams, Superintendent
Dr. Susan W. Thornton, Director Gifted & Advanced Academic Services K-12

GIFTED PROGRAM RE-ENTRY PETITION

Student: _____

DOB: ____/____/____ Grade: _____

Request for the above child to re-enter the Gifted Program effective this date: _____

(Elementary & Middle Grades students will not be eligible for consideration for re-entry into the program for at least one full year and one full semester at the high school level).

Reasons for prior withdrawal:

_____ Scheduling Conflicts

_____ Failure to meet Continuation Criteria

_____ Parent request

_____ Student request (9-12 only – parent notified)

_____ Other

I understand that my child now meets the system's Continuation Criteria and is currently eligible for program re-entry, but can also be withdrawn again if grades fall below the expected criteria.

Parent

Date

GIFTED ELIGIBILITY TEAM'S CONTINUATION CRITERIA REVIEW

Does the student currently meet all of Dublin City Schools' Continuation Criteria for Gifted services and thereby eligible for reentry?

_____ Yes _____ No

Gifted Eligibility Chair

Date

Director of Gifted & Advanced Academic Services

Date

IV. Honors/Gifted

Participation Criteria

For Non-Identified Students
(High School Level)

Dublin City Schools
Gifted and Advanced Academic Services

Criteria for enrolling Non-Gifted Freshmen in a Gifted/Honors Courses:

A student must earn a **minimum of 6 points for English Language Arts AND a minimum of 4 points for Math** in order to be admitted into the 9th Grade Honors Program in that subject area. The rubric is below:

STUDENT: _____

ENGLISH LANGUAGE ARTS (Circle the correct levels earned)

8 th Grade ELA Milestone	Beginning	Developing	Proficient	Distinguished	Total Points Earned
	0	0	2	3	
Final Course Grade in 8 th Grade ELA Class	Below 80	80-87	88-95	96-100	xxx
	0	1	2	3	
Lexile	Below Basic (< 850)	Basic (850-1050)	Proficient (1051-1264)	Advanced (1265 & above)	xxx
	0	0	1	2	

ELA TOTALS _____

(Must have minimum total of 6 in ELA)

MATHEMATICS (Circle the correct levels earned)

8 th Grade Math Milestone	Beginning	Developing	Proficient	Distinguished	Total Points Earned
	0	0	2	3	
Final Course Grade in 8 th Grade Math Class	Below 80	80-87	88-95	96-100	xxx
	0	1	2	3	

MATH TOTALS _____

(Must have minimum total of a 4 in Math)

PARENTS: If your student DOES NOT meet the entrance criteria, it is highly recommended they do not enroll in Gifted/Honors courses; however, the student may petition for entry into the honors classes as follows, but acceptance is not guaranteed:

- ✓ Student's current core academic area 8th grade teacher(s) must support the petition.
- ✓ Honors teacher(s) at the high school must approve the petition.
- ✓ Space must be available – Identified gifted students and those who meet the rubric requirements will be served first.
- ✓ Should the petition be granted, the student and parents must recognize that in alignment with the District's gifted continuation policy, if the student receives **an average below 80** during any 9-week period, the student will be placed on academic probation and can potentially be removed from the class/program. This is to keep the student from failing and losing the possibility of earning credit for the course.

PLEASE NOTE: All honors level courses have an extended and enriched curriculum that includes higher performance expectations than the regular college prep courses. Furthermore, the courses have an additional workload in assignments that may consist of extensive summer assignments. Students who choose to enroll in 9th Grade honors courses are expected to be well-behaved and mature, to be strong independent learners in class and at home, to have a strong work ethic and to have exceptional daily attendance.

NOTE: Any student not completing the required summer assignments for any 9th grade honors course(s) will not be allowed to remain in the class and will receive a schedule change the 1st week of the school year.

Student Section:

I am petitioning to be enrolled in Honor's courses at Dublin High School. I realize that honor's level courses have an extended and enriched curriculum that includes higher performance expectations than the regular college prep courses, and that each course may have an additional workload in assignments to include extensive summer assignments. I also understand that if my course(s) average falls below an 80 at the end of the first 9-week period, I will be placed on academic probation and/or removed from the class/program. Additionally, I am expected to be a well-behaved, mature, strong independent learner at in class and at home, to have a strong work ethic and to have exceptional daily attendance.

Student's Signature: _____ Date: _____

Parent's Section:

I understand that my student has petitioned to be enrolled in Honor's courses Dublin High School. I realize that honor's level courses have an extended and enriched curriculum including higher performance expectations than the regular college prep courses and that each course will have additional course work expectations to include extensive summer assignments. I also understand that if my student's course(s) average falls below an 80 at the end of the first 9-week period, he or she will be placed on academic probation and/or removed from the class/program. Additionally, I am aware that if my student fails to complete the summer assignments for the enrolled 9th grade honors courses, he or she will receive a schedule change the 1st week of the incoming school year and be rescheduled into the appropriate non-honor's level course(s). I am aware that my student is expected to be a strong, well-behaved mature learner, both in and out of the classroom and attend school daily.

Parent's Signature: _____ Date: _____

(COPY: 1 copy to the parents, 1 copy to the teacher, and 1 copy to the Director of Gifted)

Dublin High School

Participation Criteria for Non-Identified (10th, 11th, 12th Grade) * Students in the Honors, Advanced Placement or IB Program Courses

Non-identified, Grades 10-12 high school students can also be allowed to enter Gifted/Advanced Academic Classes based on the following:

1. Successful performance on any of the following national achievement tests:
 - a. PSAT
 - b. SAT
 - c. ACT
2. Previous successful participation in a subject area(s), complete with recommendation from most current or previous year's social studies, English, science, or math teachers.
3. Overall GPA/Class Rank (Top 10%)
4. Georgia Milestone Scores at the Proficient or Distinguished Level.
5. Subject area scholastic average of 80 or above.
6. Student commitment to and the completion of all readings, projects, assignments and assessments.
7. Parental approval.
8. For IB Programme applicants: a completed application packet for 11th and 12th IB Diploma Program Applicants.

Gifted and Advanced Academic Services

Dublin High School - Student Application 10th-12th Grade Honors/Gifted Program (Non-Identified)

Dear Parents:

Your son/daughter has applied to the DHS Advanced Academic Program for the _____ school year. Guidelines are specific regarding eligibility requirements for students not identified as gifted and include the following:

1. Successful performance on any of the following National achievement tests:
 - a. PSAT
 - b. SAT
 - c. ACT
2. Previous successful participation in the subject content area, complete with a recommendation from most current year's social studies, English, science, and/or math teacher(s).
3. Overall GPA/Class Rank (Top 10%).
4. Georgia Milestone Scores at the Proficient (#3) or Distinguished (#4) Level
5. Subject area scholastic average of 80 or above.
6. Student commitment to and the completion of ALL readings, projects, assignments and assessments INCLUDING summer assignments.
7. Parental approval.
8. A completed application packet for 11th and 12th IB Diploma Program Applicants.

In addition to these guidelines, non-identified students who request placement in the Gifted & Advanced Academic Program courses must be aware that these courses are accelerated in content, and require above average academic knowledge and extra time requirements for study. Students should carefully select additional courses to balance the demands of the program. Because of the many academic demands of these classes, additional quality points (**3 pts for Honors classes and 5 pts for AP or IB courses**) will be computed into the student's overall grade point average upon completion of the course at the end of the school year.

After the initial placement, in order for your child to continue in the program, he/she must also meet the program's Continuation Criteria of maintaining a grade of 80 or above in the course. Because of the Block Schedule, grades will be reviewed every 9-weeks. Please review this information with your child so that he/she will understand what is expected at the advanced academic level.

Please read the attached application form with your son/daughter, and sign in the appropriate spaces. We anticipate a successful year.

Sincerely,

DHS Gifted & Advanced Academics Teacher or IB Coordinator
Dublin High School

DUBLIN CITY SCHOOLS
Gifted and Advanced Academics Services

DUBLIN HIGH SCHOOL STUDENT APPLICATION (for Non-Identified)

Name: _____

PSAT Score: _____ SAT Score: _____ ACT Score: _____ GPA/Class Rank: _____

AP Subject Area(s) Exam Score(s): _____ Most Recent Milestone Score(s) _____

Student is qualified to attempt this course? _____ Yes _____ No

Gifted & Advanced Academic Course(s) Requested: _____
(attach additional information/course schedule if needed)

STUDENT COMMITMENT TO HONORS/ADVANCED PLACEMENT PROGRAM

I understand that my acceptance into an honors course is contingent upon the successful completion of any courses designed as prerequisites for the course, the overall satisfactory scholastic average of my prior studies, content subject area GPA, and suitable performance on any state or national achievement tests.

I understand the Advanced Academics course(s) is going to take an unusual amount of independent work and study on my part, including a commitment to any summer reading and/or summer assignments for that course. Moreover, I realize that teachers of these courses will be assigning homework and self-directed research assignments throughout the year as relevant to the challenging requirements and level of difficulty for this course of study. I am aware that I will receive quality points (3 pts for an honors level course and 5 pts for AP or IB level courses) for actively participating in the class and that those quality points will be computed in my overall grade point average upon completion of the course at the end of the school year. With these understandings, I would like to request that I be enrolled in the: Gifted & Advanced Academic class(es) requested. I fully commit to devote the amount of time and effort required to succeed in this class. I understand that I am subject to academic probation (each 9-week period – per the Block Schedule) if my course grade falls below an 80 in the Gifted & Advanced Academic course(s) I will be placed on Academic Probation for the following 9 wk period. If the grade does not improve, I will be withdrawn from receiving and enrolling in future Gifted & Advanced Academic Services courses.

Student Signature

Date

**PARENTAL APPROVAL FOR
HONORS/GIFTED/ADVANCED PLACEMENT (for Non-Identified)**

I am aware of the requirements, responsibilities and expectations of the course my son/daughter has requested, and give my approval for participation in the designated Gifted & Advanced Academic course(s) should he/she meet the eligibility guidelines. I also understand the program's continuation policy.

Parent's Signature

Date

DHS Gifted/Advanced Academics Teacher Signature

Date

V. End-of-the-Year Report(s)

**DCS Gifted Education Data
End-of-the-Year Testing/Equity Report**

Student's Name	GA ID #	School	Grade Level	Race	Eligibility Team Decision or Testing Results*
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

SUMMARY			
Total # Referred			
Total # Eligible to Receive Gifted Services			
Total # Not Tested			
Male		Black	
Female		White	
		Multi	
		Asian	
		Hispanic	
		Other	

Dr. Susan W. Thornton
Director of Gifted & Advanced Academic Services K-12

**END OF YEAR REPORT
DUBLIN CITY SCHOOLS GIFTED EDUCATION DATA**

School Year: _____

Grade	# Previously Identified	# of new Referrals	# Currently Eligible	# Being Served	Black	White	Other	Male	Female	Delivery Model
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

Dr. Susan W. Thornton
Director of Gifted & Advanced Academic Services K-12