

LEA PLAN FOR GIFTED

St. Clair County
SCHOOL SYSTEM

2015-2016
SCHOOL YEAR

Jenny Seals
SUPERINTENDENT'S SIGNATURE

SPECIAL EDUCATION COORDINATOR'S SIGNATURE

Nona C Vickery
SIGNATURE OF STAFF MEMBER RESPONSIBLE FOR GIFTED
EDUCATION (IF OTHER THAN COORDINATOR)

2/17/16
DATE SUBMITTED

Tommy Bice

TOMMY BICE, STATE SUPERINTENDENT OF EDUCATION

FOR SDE USE ONLY

2/17/16
DATE RECEIVED

STATUS: APPROVED 2/18/16 BY Shirley Janel
DATE SDE OFFICIAL

RETURNED FOR CORRECTIONS
DATE

I. PHILOSOPHY

Intellectually gifted children and youth are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services which may not be met by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted.

The St. Clair County School System shall prohibit discrimination against any student on the above basis with respect to his/her participation in the gifted program.

II. PROGRAM GOALS

- I. Goal: To offer training for staff on the procedures for referring and identifying students for gifted services.**
 - Develop training and assemble handouts to include forms, procedures, etc.
 - Schedule training to update procedures and inform new staff.
 - Maintain documentation of training provided.

- II. Goal: To continue working towards racial equity in the gifted program.**
 - Offer in-service for elementary and middle school faculties annually concerning the issues associated with identifying underrepresented groups.
 - Utilize appropriate assessments to make screening/eligibility decisions.
 - Strive to allocate gifted teachers for schools with high numbers of minority or low socio-economic students to conduct child find activities

- III. Goal: To continue conducting Child Find Activities**
 - Implement mandatory Second Grade Child Find Activity
 - Review standardized test scores and refer any students who have high aptitude or achievement scores.
 - Provide public notice in the Student Code of Conduct and on the SCCBOE website.
 - Schedule gifted teachers into second grade classrooms to conduct lessons that yield gifted behaviors and products.
 - Offer staff development for general education teachers concerning the referral process.

- IV. Goal: To ensure that there are comparable services throughout the system.**
 - Communicate with principals and check gifted education teachers' schedules to make sure that students in the same grade level across the system are receiving the same number of hours of service
 - Allocate gifted teachers equitably taking into consideration caseloads and number of schools served.
 - Strive to find classroom space for each gifted teacher.

- V. **Goal: To work towards a true continuum of services for high-end learners.**
- Provide pullout services for grades 3-5.
 - Provide consultation services for grades K-2.
 - Provide pullout services for grades 6-8.
 - Provide advanced course level options for grades 9-12 (ACCESS; dual enrollment; advanced placement; and/or honors courses).
 - Offer consultation as time allows, with general education teachers across grade levels concerning meeting the needs of high-end learners in the general education classroom.
- VI. **Goal: To provide curriculum for gifted learners that is concept and problem based.**
- Support gifted teachers in attending professional development in the areas of concept and problem-based learning.
 - Support gifted teachers in meeting with other gifted specialists to work on units of study.

III. REFERRALS

- A. **Informing the Public** The St. Clair County School System provides the same level of notice to parents and students regarding information about the gifted program as it does with respect to other significant school activities, policies, or procedures. The notice includes information about gifted education services; identification procedures; eligibility criteria; 2nd grade child find; how to refer a student; and contact information to make a referral.

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist.

For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.

To make a referral, contact the gifted specialist at your child's school.

The method for providing this notice is one that reaches all parents and students and is included in the Student Code of Conduct and on the SCCBOE website.

- Code of Conduct
 St. Clair County Board of Education Website

B. Gifted Referrals Screening Team (GRST) The St. Clair County School System has established guidelines for the GRST at each school to receive and review referrals for gifted services. Each team consists of at least three people, and members include someone knowledgeable about the student and someone knowledgeable about gifted education. The gifted specialist serves on the GRST.

The GRST will consist of at least three individuals from the following list:
(Please check all that apply)

- gifted specialist(s)
 counselor
 administrator
 general education teacher

The duties and responsibilities of this team are to:

- Receive all referrals.
- Collect all required information.
- Schedule meetings in a timely manner to review referrals.
- Notify parents when child has been referred, obtain parental consent, and inform them of their rights.
- Base decisions on multiple criteria. Do not exclude any student on the basis of a single test score.
- Exhibit sensitivity to cultural, economic, and/or linguistic differences.
- GRST determines if student passes screening and arranges for additional assessments.
- Notify parent/guardian if child does not meet requirements to warrant further assessments (Notification of Gifted Referral Screening Team Decision)
- Other _____

C. Screening Criteria Check One

- _____ LEA automatically accepts each referral for further assessment (administered by psychometrist if needed for placement) to determine eligibility.
- LEA uses the State Screening/Eligibility Determination Form to screen students to determine if further assessment is necessary.
__14__ points are required to pass screening.

IV. EVALUATION

The GRST or the psychometrist determines the tests that are administered based on knowledge of the student and the purpose for which the test was intended.

Information about the student can be obtained from the *Aptitude Test Selection* box on the referral form. This checklist will indicate if there is a need to administer alternative assessments (e.g., non-verbal assessments or creativity assessments) due to cultural, economic, environmental, linguistic, or disability differences. If any items are checked in the *Aptitude Test Selection* box both verbal and nonverbal abilities must be assessed (and creativity if appropriate) before determining student ineligible for gifted services.

For information on specific tests, consult the individual test manuals.

The St. Clair County School System will select and administer tests and evaluative materials that are sensitive to cultural, economic, and/or linguistic differences and that are appropriate for the special populations such as the sensory impaired, LEP, or physically impaired student. Students from underrepresented groups will have both verbal and nonverbal abilities assessed (and creativity when appropriate) before being determined ineligible.

Independent Evaluation Procedures

There is some evidence to indicate that using test scores from independent evaluators may contribute to racial inequities in gifted populations. School systems must adopt local procedures regarding independent evaluations. Check the statement below that describes the procedures used by the St. Clair County School System:

Tests from qualified independent evaluators will be treated the same as tests administered by school system personnel or contract personnel.

Tests from qualified independent evaluators will be considered as a referral but the school system reserves the right to conduct further assessment.

V. ELIGIBILITY

The St. Clair County School System has established an Eligibility Determination Team (EDT) at each school to implement procedures to determine eligibility of students for gifted services. Members include someone knowledgeable about the student being assessed, someone knowledgeable about gifted students in general, and someone able to interpret the information gathered. There should be at least three members on the team. The EDT may include the same members as the GRST.

The EDT is:
(*Check one*)

central office based
 school based

The EDT will consist of at least three individuals from the following list:
(*Please check all that apply*)

- gifted specialist(s)
- counselor
- administrator
- general education teacher

The duties and responsibilities of the EDT are to:

- Determine if all assessment information has been gathered by the GRST: vision/hearing screening; aptitude/creativity test scores; behavior rating scale for gifted; and any/all of the following available: achievement test scores; product; portfolio; work sample; teacher narrative; or grades from the last semester.
- Exhibit sensitivity to cultural, economic, and/or linguistic differences.
- Complete the eligibility determination process.
- Inform parent/guardian of the decision by sending a *Notification of Eligibility Determination and Placement* form.
- If eligible, receive parent permission for placement via the *Notification of Eligibility Determination and Placement* form.

VI. SERVICE DELIVERY OPTIONS

Services for students of the same grade level on different campuses must be comparable in quality and duration. This means that if third graders at one school receive 3 hours a week pullout services then third graders at all schools should receive 3 hours a week pullout services. Local school administration will oversee and ensure the implementation of comparable gifted services in their school. The following are examples of appropriate services for various age groups.

Please check all that apply.

Grades K-2

- Consultative services between gifted specialists and regular education teachers
- Cluster grouping with differentiated curriculum in the regular classroom

Grades 3-5

- Traditional pullout services for 3 hours a week
- Cluster grouping with differentiated curriculum in the regular classroom
- Consultative services between gifted specialists and regular education teachers

Grades 6-8

- Traditional pullout services for 3 hours a week
- Cluster grouping with differentiated curriculum in the regular classroom or advanced classes
- Consultative services between gifted specialists and regular education teachers

Grades 9-12

- Advanced core curriculum classes provided by qualified regular or gifted educators (Honors, Advanced Placement, ACCESS, Dual Enrollment, etc.)
- Counseling services for college and career preparation.

VII. SELF-MONITORING PROCEDURES

The St. Clair County School System has established self-monitoring procedures to ensure that the needs of gifted learners are being met in the general education setting. Monitoring plans may include but are not limited to a review of lesson plans, materials, course offerings, teaching strategies, and walk throughs.

- Each local school administrator or their designee will complete a checklist for evidence of student engagement, higher order thinking, independent studies, etc. when conducting walkthroughs. (Standards for Gifted Services Response Sheet or Walk Through Data Sheet may be used as an effective walkthrough checklist.)
- The principal or assistant principal will check lesson plans for tiered lessons and/or differentiated instruction that include greater depth and complexity of content (not increased volume of work).
- Global Scholar; STAR Reading and/or STAR Math ; Discovery Education; etc. data will be analyzed in data meetings to show evidence of student growth among high end learners.
- Photographs or video of classroom instruction or of certain students in the classroom participating in activities that demonstrate differentiation or Response to Instruction for high end learners may be utilized as part of self-monitoring. Teachers or students may take photographs or video, save information, and have available for documentation via e mail or hard copy.

VIII. POLICIES/PROCEDURES

Flexible grouping strategies should be implemented to facilitate differentiated curriculum instruction. These practices are designed to match the level, complexity, and pace of the curriculum to the readiness and motivation of the student.

Please code the following that are **P Practiced** in your school system, or **NA Not Allowed**.

P Grade acceleration – Students with exceptional abilities may be considered for movement to the next highest grade.

P Fluid movement between grades – Students with exceptional abilities in a particular subject may be considered for placement in classes at a higher grade level.

P Clustering – When the number of gifted students in a grade level is small, the gifted students are grouped together (no more than eight students in a cluster group) in one or two regular classrooms instead of one gifted student in each classroom.

P Flexible skills grouping – Students are assessed and grouped for academic instruction according to skill level.

IX.

PROFESSIONAL DEVELOPMENT

The St. Clair County School System will offer opportunities for professional development to gifted education teachers and to general education teachers, counselors and administrators in Grades K-12. Workshops will be offered to general education teachers, counselors and administrators in Grades K-12 regarding gifted education. Professional development may include but is not limited to: the gifted referral process; underrepresented populations; differentiated curriculum; characteristics of the gifted; social-emotional needs of gifted learners; and/or the nature and needs of the gifted student. Professional development may be offered to general education teachers, counselors and administrators in grades K-12 through faculty meetings; professional development days; and/or information on the Intranet. Information that relates to gifted education may be relayed to administrators, general education teachers or counselors via handouts, e mail or the Intranet.

- A. Offer professional development opportunities to gifted specialists
- B. Offer professional development opportunities to general education teachers, counselors and administrators in Grades K-12

X.

GRIEVANCE PROCEDURES

The St. Clair County School System has established grievance procedures consistent with local policy through which parents may resolve concerns regarding identification, evaluation, eligibility, or services for gifted students. Parents are required to follow this procedure before filing a formal complaint or requesting mediation through the SDE.

STUDENT GRIEVANCES AND COMPLAINTS

Students have a right to assistance in handling grievances and complaints. The following steps are provided to guide students and parents/guardians in reporting problems and receiving formal resolution of grievances and complaints:

Step #1: Ask the teacher or person(s) who you feel treated you unfairly to discuss the grievance/complaint with you. This shall be done within ten (10) days of the day the situation occurred.

Step #2: If the problem is not resolved in step one, submit your complaint, in writing, to the principal within ten (10 Days) of speaking with the teacher or person(s) you feel treated you unfairly.

Step #3: The next step to resolving the problem is to contact, in writing, the St. Clair County Board of Education. This should be done within ten (10) days of the meeting with the principal. A meeting will be scheduled with the grievant and a school official will investigate. The school official will try to resolve the issue within twenty (20) business days and notify the grievant of his/her decision.

Contact
Superintendent

St. Clair County Board of Education
410 Roy Drive, Ashville, AL 35953
(205) 594-7131 ext 2257

Step #4: If a resolution is not reached, the grievant may notify the Superintendent within ten (10) days. A meeting will be scheduled by the superintendent with the grievant and he/she shall investigate with the other parties to bring a satisfactory solution to the problem. The Superintendent, working with the St. Clair County Board of Education Board Members, will inform the student and/or his/her parents/guardians in writing of his/her decision within twenty (20) days of the meeting.

Standards for Gifted Services

Response Sheet for Elementary School Principals

Alabama's *Standards for Gifted Services* were modeled after the *National Standards for Gifted Programs (2002)*. The standards were selected as *goals* for all gifted services in Alabama. Principals should circle the number of the statement in the *Responses* area that is true for each of the Standards as they relate to the **regular** classroom. Principals should collect artifacts/documentation demonstrating implementation.

Name _____ School _____

CURRICULUM AND INSTRUCTION (These standards refer to regular classroom practices)

STANDARD	RESPONSES
<p><u>POLICIES AND PROCEDURES</u> Procedures should exist that address flexible grouping strategies implemented to facilitate differentiated instruction and curriculum.</p>	<p>Circle the number of all strategies that are used in your school in regular classrooms:</p> <ol style="list-style-type: none"> 1 Grade acceleration – Students with exceptional abilities are moved to the next highest grade. 2 Fluid movement between grades – Students with exceptional abilities in a particular subject may attend classes at a higher grade level. 3 Clustering – When the number of gifted students in a grade level is small, the gifted students are grouped together in one or two regular classrooms instead of one gifted student in each classroom. 4 Flexible skills grouping – Students are regularly assessed and grouped for instruction according to skill level. <p>Circle the number that best describes the level of implementation of these strategies:</p> <ol style="list-style-type: none"> 1 Written procedures exist and are implemented on a regular basis for the areas circled. 2 District/Building policies/procedures exist that are not supportive of meeting the needs of high- end learners (e.g., it is common knowledge that the administration will not consider any form of grouping or acceleration).
<p><u>GENERAL EDUCATION CLASSROOM</u> General classroom curricula and instruction should be adapted, modified, or replaced to meet the unique needs of high-end learners. Students should be regularly assessed, and instruction should be based on the results.</p>	<p>Circle the number of all strategies that are used in your school in regular classrooms:</p> <ol style="list-style-type: none"> 1 Students are regularly assessed in at least reading and math, and instructional modifications are based on these assessments (ex. above grade-level curriculum is provided and/or content is compacted, and appropriately differentiated activities are provided such as literature circles for reading). 2 Students are regularly assessed in reading and/or math and instructional modifications are based on these assessments (ex. above grade-level curriculum is provided and/or content is compacted, and appropriately differentiated activities are provided such as literature circles for reading). 3 Students contract with teacher to study only those objectives not already mastered and then complete other assignments related to the general education curriculum or areas of interest. 4 Students are exposed on a regular basis to instructional strategies that include more than lecture and elicit more than knowledge-level responses (Socratic questioning, purposeful student-dominated discussions, problem-based learning, other activities that utilize higher levels of Bloom's Taxonomy). 5 Students are exposed to a variety of materials such as books, audio-visuales, computers, guest speakers, field study experiences, artifacts, primary sources, models, etc. 6 Students can choose topics of study that are not necessarily related to the subject of the class when they have demonstrated mastery over grade-level content. 7 Students have access to other resource personnel (computer, art, music, media specialist, etc.) on an as-needed basis. 8 Students homework assignments are on their instructional level. 9 The same instruction, objectives, and strategies are provided for all students. No differentiation occurs for high-end learners at any grade level.

Standards for Gifted Services

Response Sheet for Middle School Principals

Alabama's *Standards for Gifted Services* were modeled after the *National Standards for Gifted Programs* (2002). The standards were selected as *goals* for all gifted services in Alabama. Principals should circle the number of the statement in the *Responses* area that is true for each of the Standards as they relate to the **Advance level** classrooms. Principals should collect artifacts/documentation demonstrating implementation.

Name _____ School _____ Grades _____

CURRICULUM AND INSTRUCTION

(These standards refer to regular classroom practices)

STANDARD	RESPONSES
<p><u>ACADEMICS AND ELECTIVES</u> Appropriate educational opportunities must be provided to meet the needs of high-end learners. Student should be provided materials and instruction commensurate with their abilities. Electives are an important component of the education of high-end learners.</p>	<p>Circle the number of the statement that best describes the course offerings at your school.</p> <ol style="list-style-type: none"> 1 There are advanced courses in the four academic subjects (or high-end learners are clustered in the four core courses), and the curriculum is appropriately differentiated. There are a variety of electives such as art, band, music, and technology. 2 There are advanced courses in at least two of the four academic subjects (or high-end learners are clustered in at least two of the four core courses), and the curriculum is appropriately differentiated. There are a variety of electives such as art, band, music, and technology. 3 There is at least one advanced course in a core academic subject (or high-end learners are clustered in at least one core course), and the curriculum is appropriately differentiated. There are a variety of electives such as art, band, music, and technology. 4 There is no evidence of differentiating the curriculum for high-end learners, but there are a variety of electives offered such as art, band, music, and technology. 5 There is no evidence of differentiating the curriculum for high-end learners, and there are few or no electives offered.
<p><u>CURRICULUM DIFFERENTIATION</u> Curriculum should be differentiated in a variety of ways to meet the needs of high-end learners.</p>	<p>Curriculum is differentiated for learners in the following ways (circle all that are true):</p> <ol style="list-style-type: none"> 1 Acceleration – content is at least six months accelerated. 2 Time on task – students spend the majority of their time engaged in higher-order thinking activities (beyond knowledge and comprehension level). 3 Instructional strategies – simulations, problem solving, Socratic questioning, etc., are the predominant strategies utilized by the teacher rather than lecture or students reading the chapter and answering the questions in the textbook. 4 Compacting – students are pre-tested and then provided curriculum at their instructional level or are allowed to pursue topics of interest. 5 Tiered assignments – students are all studying the same topic but different activities are assigned to groups of students based on assessment. 6 Curriculum is not differentiated.

Standards for Gifted Services

Response Sheet for High School Principals

Alabama's *Standards for Gifted Services* were modeled after the *National Standards for Gifted Programs (2002)*. The standards were selected as *goals* for all gifted services in Alabama. Principals should circle the number of the statement in the *Responses* area that is true for each of the Standards as they relate to the **Advanced level/Advanced Placement** classrooms.

Name _____ School _____ Grades _____

CURRICULUM AND INSTRUCTION

(These standards refer to regular classroom practices)

STANDARD	RESPONSES
<p><u>ACADEMICS AND ELECTIVES</u></p> <p>Appropriate educational opportunities must be provided to meet the needs of high-end learners. There should be a variety of options available at the high school level to meet the needs of high-end learners.</p>	<p>Circle the number of the statements that best describe the course offerings at your school.</p> <ol style="list-style-type: none"> 1 At least three advanced level*/Advanced Placement* courses are offered in every grade level. 2 At least two advanced level/Advanced Placement courses are offered in every grade level. 3 At least one advanced level/Advanced Placement course is offered in every grade level. 4 A wide array of electives is offered. 5 Only basic electives are offered (for example, band, chorus, computer science, and at least one foreign language). 6 One or more dual enrollment* classes are offered. 7 There is a certified gifted staff person who meets on a regular basis (at least once a week) with high-end learners and assists with social-emotional* needs and college planning*. 8 There is a certified gifted staff person who meets at least four times a year with high-end learners and assists with social-emotional needs and college planning. 9 None of the above is true. <p>*Descriptions</p> <p>Advanced Placement—Courses designed to offer students college-level study while in high school with the possibility of obtaining college credit upon examination.</p> <p>Advanced Level/Honors Classes—Courses that do not qualify as Advanced Placement but offer accelerated content.</p> <p>Dual Enrollment—High school students complete coursework at local community colleges and/or universities for college and high school credit.</p> <p>Social-emotional—Students are helped to understand and evaluate their special needs and gifts and to utilize their gifts.</p> <p>College Planning—Students are provided information concerning (1) scholarships and (2) PSAT, SAT, and ACT prep opportunities and deadline dates and vocational aptitude assessments.</p>