

LEA PLAN FOR GIFTED

Colbert County Schools SCHOOL SYSTEM

2016-2017
SCHOOL YEAR



SUPERINTENDENT'S SIGNATURE



SPECIAL EDUCATION COORDINATOR'S SIGNATURE

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

6/6/16

DATE SUBMITTED



STATE SUPERINTENDENT OF EDUCATION

FOR SDE USE ONLY

6/27/16

DATE RECEIVED

STATUS: APPROVED 6/27/16 BY Philip J. Daniel
DATE DATE SDE OFFICIAL

RETURNED FOR CORRECTIONS
DATE

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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 not ordinarily provided 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 Colbert 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 provide training for all staff on the procedures for referring and identifying students for gifted services.**
- Develop training and assemble handouts to include forms, procedures, etc.
 - Schedule training annually to update procedures and inform new staff.
 - Implement training yearly with second grade teachers.
 - Maintain documentation of training provided.
 - Evaluate effectiveness of training.
 - Provide assistance to staff as needed in the referral process.
- II. Goal: To continue working towards racial equity in the gifted program.**
- Provide yearly in-service for elementary faculties 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 and implement enrichment programs to nurture gifted potential.
- III. Goal: To continue conducting Child Find Activities**
- Implement mandatory Second Grade Child Find Activity
 - Administer the NNAT as an inclusive screening group test to yield a non-verbal score in an effort to identify more underrepresented students.
 - Provide public notice in the handbook or Code of Conduct.
 - Schedule gifted teachers into second grade classrooms to conduct lessons that yield gifted behaviors and products.
 - Provide yearly 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 teachers' schedules to make sure that students in the same grade level across the system are receiving the same number of hours of service (e.g. 3rd graders – 3 hours, 4th graders 3-4 hours, 5th graders 3-4 hours.)
 - Allocate gifted teachers equitably taking into consideration caseloads and number of schools served.
 - Strive to find classroom space for each gifted teacher that is comparable to other programs.
- 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, 1, 2, and 6.

- Provide advanced courses for grades 6-12.
- Consult, as time will allow, 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** Each LEA should provide 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 should include information on the definition of gifted, how to refer a student, the basic eligibility criteria (excluding test scores), and who to contact to make a referral.

The method for providing this notice must be one that reaches all parents and students and should therefore be in the Code of Conduct or Student Handbook.

The notice in the box below or one that is very similar and contains all of the required information as described above is or will be placed in the: (Check one)

Code of Conduct
 Student Handbook.

The following notice is being placed in student handbooks for all schools in the system.

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.

Submit request for referral in writing to the Guidance Counselor at your child's school.

B. Gifted Referrals Screening Team (GRST) Each LEA shall establish a team (or a team at each school) to receive and review referrals for gifted services. Each team should consist of at least three people, and members should include someone knowledgeable about the student and someone knowledgeable about gifted education. It is highly recommended that the gifted specialists serve on the GRST.

The GRST for Colbert County Schools will consist of at least three individuals from the following list:

(Please check all that apply)

- gifted specialist(s)
- counselor
- administrator
- general education teacher
- psychometrist
- other special education director

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.
- Notify parents of team's decision.
- 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.
- Make arrangements for any further assessments.
- Deliver the completed assessment information to the Eligibility Determination Team (EDT).
- 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

Colbert 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 Colbert 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 Eligibility Determination Team (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
 psychometrist
 other special education director

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.
- Complete the eligibility determination process.
- Inform parents of the decision by sending a *Notification of Eligibility Determination Team Decision* form.
- If eligible, get a signed copy of the *Notification of Eligibility Determination Team Decision* form.
- If eligible, inform the teacher of the gifted; if ineligible, inform the person who referred the student (if other than the parent).
- Exhibit sensitivity to cultural, economic, and/or linguistic differences.

VI.
SERVICE DELIVERY OPTIONS

Gifted students may receive services through a variety of service delivery options depending on the age of the student and the resources available to the LEA. 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. The following are examples of appropriate services for various age groups.

Please check all that apply.

Grades K-2

- Consultative services from the gifted specialist provided in the regular classroom setting (e.g., extra materials, learning centers)
- Curriculum compacting
- Cluster grouping with differentiated curriculum in the regular classroom
- Cross-age grouping in areas of strength

Grades 3-6 Grades 3-5

- Traditional pullout services for 3-5 hours a week
- Cluster grouping with differentiated curriculum
- Cross-age grouping in areas of strength
- Curriculum compacting

Grade 6

- Consultative services in Grade 6 from the gifted specialist provided in the regular classroom setting (e.g., extra materials, learning centers)
- Cluster grouping with differentiated curriculum
- Cross-age grouping in areas of strength
- Curriculum compacting

Grades 6-8 Grades 7-8

- Advanced core curriculum classes provided by qualified regular or gifted educators.
- Electives in a variety of talent areas (art, music [choral and instrumental], technology, foreign languages) taught by qualified instructors.
- Elective class geared for gifted learners taught by a gifted teacher.
- Enrichment clusters for students who compact out of the general education curriculum.

Grades 9-12

- Advanced core curriculum classes provided by qualified regular or gifted educators.
- Electives in a variety of talent areas (art, music [choral and instrumental], technology, foreign languages) taught by qualified instructors.
- Elective class geared for gifted learners taught by a gifted teacher.
- Counseling services for college and career preparation.

ATTACHMENT to Section VI.

If the LEA wants to provide services that are different from the options above a plan must be submitted for approval. The plan should describe how gifted students are served at each grade level or grade level cluster. (K-2, 3-5, 6-8, 9-12). Include a statement of assurance that services to all students at each grade level or grade level cluster are of comparable quality and duration.

VII.
SELF-MONITORING PROCEDURES

- I. Principals will collect evidence of the items listed on the attached *Standards for Gifted Services* response sheets for principals (see attached sheets).
- II. Gifted Specialist will collect evidence/artifacts from principals.
- III. Supervisor of principals will meet with special education coordinator/gifted supervisor and other staff knowledgeable of the nature and needs of gifted students, and evaluate the level of differentiation being provided for high-end learners.
- IV. Recommendations for professional development will be made in response to the evaluation.
- V. A summary report and artifacts will be compiled and ready for review during gifted monitoring.

ATTACHMENT to Section VII
If the LEA wants to provide self- monitoring procedures that are different from the procedures above a plan must be submitted for approval.

VIII.
POLICIES/PROCEDURES

Procedures should exist that address flexible grouping strategies implemented to facilitate differentiated curriculum instruction. These practices should 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 are moved to the next highest grade.

P Fluid movement between grades – Students with exceptional abilities in a particular subject may attend 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 regularly assessed and grouped for instruction according to skill level.

See attached Class Load and Promotion Requirements.

ATTACHMENT to Section VIII
Please attach a copy of any written policy or procedure concerning the above strategies, whether P or NA

IX.
PROFESSIONAL DEVELOPMENT

- A.** Professional development for gifted specialists
- B.** Professional development for general education teachers who are charged with meeting the needs of high-end learners in the regular classroom.
- C.** Professional development for general education teachers who are serving in the capacity of advanced level or advanced placement classes in the middle and high schools.
- D.** Professional development for counselors concerning the nature and needs of gifted students.

SEE ATTACHMENTS:

2014-2015 PROFESSIONAL DEVELOPMENT PLAN

2015-2016 PROFESSIONAL DEVELOPMENT PLAN

ATTACHMENT to Section IX
A copy of the plan for professional development should be attached.

**X.
GRIEVANCE PROCEDURES**

See attached Grievance Procedures.

- A. Parents must complete the grievance procedure at the local level before filing a complaint or requesting mediation at the state level.

ATTACHMENT to Section X
Attach a copy of the grievance procedures through which parents may resolve concerns regarding identification, evaluation, eligibility, or services for gifted students.

**XI.
ALTERNATIVE/ENRICHMENT PROGRAMS**

N/A

ATTACHMENT to Section XI
X. PROVIDE INFORMATION ON ANY PROGRAM THAT INCLUDES ENRICHMENT OPPORTUNITIES FOR STUDENTS OTHER THAN THE PROGRAM DESCRIBED IN GIFTED STUDENTS' GEPS.

POLICIES/PROCEDURES

Our school system is already involved in flexible skills grouping and in clustering. We have also used flexible movement between grades in meeting the needs of students in the past and are committed to continue doing as our students need them. Grade acceleration has been available in those special cases where this is appropriate.

Clustering is a technique that we have already used in some schools and our other principals have indicated they are willing to use this technique to make sure that the needs of our students are being met.

The LEA Gifted Plan is reviewed annually.

STUDENT ACCELERATION PLAN

2015-2016



Contents:

- I. Acceleration Procedures
- II. General Information
- III. Differentiation Strategies
- IV. Forms

ACCELERATION PROCEDURES

Colbert County Schools adopts the following procedure for the referral, evaluation, and implementation of academic acceleration.

Rationale

The Colbert County School System believes in the philosophy of assisting all students in developing their academic potential. Where potential is concerned, equality resides in providing equally well for the various levels of individual differences. Some of the most cost effective and underutilized interventions to meet the academic needs of high-end learners are the various academic acceleration options such as differentiation, subject acceleration, and grade acceleration. A recent publication entitled, *A Nation Deceived*, is a compilation of fifty years of research on the effects of acceleration. The authors found that when the decision to accelerate was made based on multiple criteria and was data driven, there were great benefits both academically and socially for high-end learners (Colangelo, Assouline, & Gross, eds., 2004). The *Alabama Exceptional Child Education Act* (Act 106) mandates that, ".....the State of Alabama and the school district associated therewith shall provide not less than twelve years of appropriate instruction and related services for such exceptional children at public expense ..." and for gifted students that includes the right to progress through course of study objectives at a pace commensurate with their abilities. *The Alabama Administrative Code* lists acceleration as an appropriate service delivery option on page 573.

General Guidelines: Referral for Subject or Grade Acceleration:

- 1) Any student enrolled in the district may be referred for consideration for acceleration by a general education teacher, administrator, gifted specialist, guidance counselor, or parent/guardian.
- 2) The district will follow the written procedures outlined below for any student referred beginning with Level I, which includes differentiation at the current grade level. If at all possible, a student will be subject accelerated (Level II) for a grading period before grade acceleration (Level III) is considered (in most instances subject acceleration coupled with differentiation will be successful in meeting the academic needs of high-end learners). The committee may proceed directly to Level III if the curriculum and instruction has already been differentiated or the committee simply feels that they have enough documentation to consider grade acceleration.
- 3) Principals must ensure that all staff members are aware of the procedures including referral, evaluation, and acceleration options.
- 4) The process of considering acceleration options will take place in a timely and logical fashion. For instance, if subject or grade acceleration is going to be implemented, the best time for the student to make this move is either at the start of school or the beginning of the second semester. Consequently, the process of gathering the necessary information and subsequent committee meetings will be conducted with these dates in mind.
- 5) The referral process for subject/grade acceleration will begin at the school site.

- 6) The principal or special education/gifted coordinator will establish a committee to determine the most appropriate learning environment for the student.
- 7) The committee will include a gifted specialist, the current general education teacher, and school administrator.

Level I : Differentiation Procedures

- 1) The committee will be charged with conducting a fair and thorough evaluation of the student's educational needs.
- 2) The committee will consider the areas of concern (math, reading, etc.) utilizing pre-existing information such as: (1) achievement test results; (2) grades; (3) work samples/products; and (4) aptitude.
- 3) Based on an analysis of the data collected, the committee will provide the general education teacher with differentiation options/strategies (both individual and grouping strategies) to modify the curriculum and instruction in the present grade placement.
- 4) If the differentiation strategies are successful in meeting the student's academic needs, the student will remain in his/her present placement. The committee (including a teacher from the next grade level) will reconvene at the end of the year to develop a differentiation plan for the upcoming school year. The principal will consider the differentiation needs and ensure that the student is assigned to an appropriate teacher. This teacher will be knowledgeable of gifted learners, trained in differentiation, and demonstrate a willingness to address the needs of diverse learners. (Appropriate professional development will be provided if needed.)
- 5) The committee will waive steps 3 and 4 if the student's curriculum and instruction has already been differentiated or the committee simply feels that they have enough documentation to consider subject acceleration.

Level II: Subject Acceleration Procedures

- 1) If the differentiation strategies are implemented (for a reasonable time such as a grading period) and the student's academic needs are still not being met, the committee will reconvene to consider if subject acceleration is appropriate. The possible receiving teacher (in the next grade level) should be added to the committee at this time.
- 2) Parent permission will be documented on a referral form if one has not already been completed. After parent permission has been obtained any additional individual assessments (particularly subject specific) will be conducted if needed. If the student has never been referred for gifted services, a gifted referral will also be initiated.
- 3) If after considering all collected data and information the committee decides that subject acceleration is appropriate, a consideration of the student's desire for accelerated placement will be considered and parents will be notified and permission obtained. If the student or his/her parents are not in favor of the decision the student will not be subject accelerated.
- 4) The committee will reconvene after a grading period to determine if the student's academic needs are being met. If the student's academic needs are being met the plan

will remain in place until the end of the year when the committee will reconvene to develop a plan for the next school year. The principal will consider the differentiation needs and ensure that the student is assigned to an appropriate teacher. This teacher will be knowledgeable of gifted learners, trained in differentiation, and demonstrate a willingness to address the needs of diverse learners. (Appropriate professional development will be provided if needed.)

Level III: Grade Acceleration Procedures

- 1) If the committee determines that subject acceleration has not adequately met the student's academic needs and grade acceleration should be considered, the committee will invite a central office staff member (special education coordinator, gifted supervisor, psychometrist, Director of Instruction, etc.) to participate. This individual will ensure that the appropriate steps have been followed.
- 2) Students being considered for whole grade acceleration will be evaluated using an acceleration assessment process (such as the Iowa Acceleration Scales) approved by the Alabama State Department of Education. The acceleration process should include a review of: (1) all previously collected information listed above (aptitude and achievement test scores, grades, and work samples/products), (2) birth date, (3) physical description, (4) social/emotional maturity, (5) documentation of previous attempts to meet academic needs through differentiated curriculum and instruction and subject acceleration, and (6) input from the student, parents, general education teacher and gifted specialist.
- 3) The committee will submit a written decision to the principal who will determine how the parent/guardian will be notified (unless the parent/guardian was a member of the committee). If the committee cannot reach a consensus recommendation, a decision will be determined by a majority vote. The *Acceleration Determination and Approval Form* will be completed.
- 4) If the committee determines not to grade accelerate the student, the parent/guardian will be given the opportunity to review the information considered. If the parent/guardian wishes to appeal the decision to the local Superintendent it should be in writing and within thirty days of the decision. The Superintendent will review the decision and notify the parent of his/her determination within 30 days of receiving the appeal.
- 5) If the committee determines that the student will be grade accelerated, a written plan will be shared with the parent/guardian. This plan will include the decision, strategies to support a successful transition to the accelerated setting, and parent/guardian permission to implement. This plan will become part of the student's permanent record. If the parent or student is not in favor of the committee's recommendation this will be noted on the *Acceleration Determination and Approval Form* and the student will not be grade accelerated.
- 6) The committee will establish an appropriate transition period for the accelerated placement. At any time before or during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from the accelerated placement without repercussions. If during the transition period, school personnel decide that the accelerated placement is inappropriate, the committee will be reconvened. The parent/guardian will be included, and a consensus will be obtained before changing the placement.

- 7) At the end of the transition period, the accelerated placement will become permanent, and the student's records will be revised to reflect the new placement. A committee consisting of at least a gifted specialist, general educator, counselor, and school administrator will continue to meet regularly (at least annually) to review the student's progress and social/emotional adjustment.
- 8) At an appropriate time, the committee should meet to discuss and plan for any effects a proposed acceleration may have on the student's social-emotional development and academic progression /programming throughout his/her school career. This will include input from the Gifted/Talented Specialist and/or other appropriate representatives from the next level (i.e. Middle School or High School).

General Information

- I. The Referral Form for Considering Acceleration does not have to be completed unless subject or grade acceleration is being considered. Committees can review pre-existing information to offer differentiation strategies without obtaining parent permission, and general education teachers can implement differentiation strategies without parent permission.
- II. A pre-existing team of school personnel such as the Gifted Referral and Screening Team (GRST) can be used to form the committee as long as a gifted specialist and the current general education teacher are included. If the committee decides that subject/grade acceleration should be considered, a general education teacher in the grade level above the student's present placement must be included.
- III. The person requesting the referral should be very specific in providing a reason for the request. Avoid statements that are too general and difficult to support with evidence. (Ex. The student should be moved ahead because he never has homework and is bored in class.)
- IV. A suggested list of appropriate individual achievement tests for considering subject and grade acceleration:
 - a. Woodcock-Johnson IV Achievement Scale
 - b. Kaufman Test of Educational Achievement II
 - c. Wechsler Individual Achievement Test III
- V. A suggested list of appropriate individual aptitude assessments for considering subject and grade acceleration:
 - a. Wechsler Intelligence Scale for Children: Fifth Edition
 - b. Stanford Binet Intelligence Scale: Fifth Edition
 - c. Differential Ability Scales
 - d. Reynolds Intellectual Assessment Scales
 - e. UNIT-Universal Non-Verbal Intelligence Test

- VI. Iowa Acceleration Scale is published by Gifted Psychology Press, Inc.
- VII. The *Acceleration Determination and Approval Form* should be completed once the committee has made the determination.
- VIII. Example transition strategies:
 - a. Teacher will notify gifted specialist/counselor of any signs of stress.
 - b. A classmate will be assigned to the student to assist in learning new procedures etc.
 - c. The receiving teacher will conduct individual conferences with the student periodically until she is sure that the student is comfortable with the new environment and procedures.

Differentiation Strategies

Differentiation strategies that the Acceleration/GRST Committee could suggest before recommending subject or grade acceleration are:

- a. Cluster Grouping
- b. Flexible Skills Grouping
- c. Individualized Programs in Math/Reading such as Accelerated Math
- d. Tiered Centers
- e. Tiered Assignments
- f. Compacting
- g. Learning Contracts
- h. Literature/Socratic Circles
- i. Independent Study Projects
- j. Honors/Advanced Classes
- k. Advanced Placement Classes
- l. Distance Learning
- m. Dual Enrollment Programs

DEFINITION OF TERMS

Acceleration Options

Subject Acceleration – Students remain in their normal grade placement for part of the school day, but are assigned to a higher grade level classroom for particular subjects. This practice helps provide access to appropriately challenging learning opportunities in one or more areas. For instance: A first grade student who is reading well above grade level goes to a second grade class for reading instruction.

Whole Grade Acceleration – Students with exceptional abilities are moved ahead of normal grade placement. For instance, a student who has completed first grade is placed in a third grade classroom full time at the beginning of the next school year. In this case he will have skipped second grade.

Grouping Strategies That Facilitate Differentiation and Do Not Require a Special Process

Clustering- Cluster grouping is an administrative procedure in which gifted students are assigned together in groups of 5-8 in one general education classroom instead of being distributed across all classrooms. Every classroom at the grade level remains heterogeneously grouped (having a low, middle, and high group) since the next highest ability students are divided between the rest of the classes. Cluster grouping simply reduces the number of levels in a classroom. Many systems actually cluster according to the strengths of the students. For instance, the highest ability math students are clustered together with the strongest math/science teacher while the highest ability language arts students may be clustered together with another teacher. Cluster teachers should be provided training in differentiation for high-end learners. Research suggests that cluster grouping combined with differentiation will 1) raise standardized test scores for all student groups, 2) appropriately challenge high-end learners, and 3) reduce the strain on teachers who are trying to meet the needs of a diverse student population.

Flexible Skills Grouping – Flexible skills grouping is an administrative procedure in which students are regularly assessed and grouped for instruction according to demonstrated performance of skills. Students are allowed to progress at a rate more appropriate for their ability level. Research suggests that flexible skills grouping results in substantial achievement gains for all readiness groups.

Differentiation Strategies – (Can be implemented without a special process)

Tiered Centers – Learning centers or stations, which allow the student to work at their readiness level and produce a product commensurate with their ability.

Tiered Assignments – Assignments are given to students based on their ability/readiness levels. All tiers are based on the same standard, but are differentiated according to content, process, or product.

Compacting – Students demonstrate mastery over content through a “pre-test” and are compacted out of the normal lessons to pursue topics more in-depth.

Learning Contract- Student enters into an agreement with a teacher to move through required content at his/her own pace (which is at an accelerated rate). Contracts can also be used to guide students through an independent study.

Literature/Socratic Circles – Students read and discuss text of their choosing (within parameters set by a teacher). Students are not assigned traditional literature circle roles. Analysis and discussion of the text at a conceptual level are the primary goals.

Independent Study Projects – Students study topics in their interest areas with guidance from a general education teacher or gifted specialist.

Acceleration Options for Middle and High School That Do Not Require A Special Process

Honors/Advanced Classes - Academic classes taught at a faster pace, and that focus on developing critical thinking, reading, writing, and problem-solving skills.

Advanced Placement Classes (AP) – An academic program of college level courses, which focus on developing critical thinking, reading, writing, and problem-solving skills. Students have the option of taking the College Board AP Exam, which may earn them college credit and/or advanced standing in college based on their scores on the AP Exam.

Distance Learning – This strategy involves transmitting instructional classes via interactive video conferencing (IVC) equipment or via an on-line e-course. Distance Learning provides an opportunity for students to enroll in courses not offered on their home campuses.

Dual Enrollment/Dual Credit – Students take college courses while still enrolled in high school. If the school system has an agreement with a local post-secondary school the students can earn both high school and college credit.

Dual Enrollment – Students take college courses while still in high school, but the student earns only college credit and not high school credit.

Referral Form for Considering Acceleration

(To be completed when considering subject or grade acceleration)

Name _____		
Present School _____		
Grade _____	DOB _____	Age _____
Date of Referral _____		
Parent/Guardian _____	Work Phone (Mom) _____	
(Dad) _____		

Specific grade, subject, or course acceleration recommended by this referral:

Reason for acceleration referral:

Documentation of previous enrichment/differentiation opportunities within normal grade sequence:

1)

2)

3)

4)

Signature of person making referral:

Relationship to student:

Signature of gifted specialist

Signature of Building Principal

I give my permission to school personnel to conduct a comprehensive evaluation to determine if acceleration would be appropriate for my child. I also understand that I will be informed of the results of this evaluation and will be consulted before any subject or grade acceleration is implemented.

Signature of parent/guardian _____

Date _____

Acceleration Determination and Approval Form

Name _____	Present School _____
Grade _____	
Parent/Guardian _____	Work Phone _____
Date _____	

Level of skill development in math and reading:

_____	Percentile	Test Used:	_____
_____	Percentile	Test Used:	_____

Based on interviews with the student and information from parent(s)/guardian(s), teachers, and other appropriate personnel, as well as the data listed above, this student:

Yes No

- | | | |
|-------|-------|--|
| _____ | _____ | Understands and desires acceleration. |
| _____ | _____ | Has adequate social-emotional development for the accelerated placement. |
| _____ | _____ | Does not have a sibling in the same (current) or next grade level. |
| _____ | _____ | Demonstrates skill proficiency in the top 20% of the subject in question. |
| _____ | _____ | Impact of acceleration on student's long range plan has been explained to parent(s)/guardian(s) and student. |

(For Grade Acceleration Only)

- | | | |
|-------|-------|--|
| _____ | _____ | Student's Full Scale/Composite IQ is at least one standard deviation above the mean. |
|-------|-------|--|

Other observations by the evaluation team:

The committee **DOES/DOES NOT** recommend this student for **SUBJECT/GRADE** acceleration, based on the data collected and the proposed impact on the student's academic, intellectual, and social development.

Committee Members:

_____	_____	_____
Gifted Specialist	Current Classroom Teacher	Parent/Guardian
_____	_____	_____
Receiving Classroom Teacher	Counselor/Psychometrist	Administrator
_____	_____	_____
Other _____	Other _____	Other _____

Agree With Committee Decision _____

Disagree With Committee Decision _____

Parent(s)/Guardian(s) Signature(s)

ACCELERATION PLAN

Name _____	Present School _____
Grade _____	
Parent/Guardian _____	Work Phone _____
Date _____	

Specific grade, subject, or course acceleration recommended:

From _____ to _____

Teachers Involved: _____ and _____

Transition Period (If applicable) Begins _____ Ends _____
(This would be appropriate any time that transition issues may arise.)
M/D/Y M/D/Y

Strategies to ensure a successful transition:

Strategies to ensure continuous progress following the transition period:

Staff member assigned to monitor the implementation of this plan:

Gifted Professional Development

2014-2015

Date	Targeted Audience	Topic/ Event
August 8, 2014	Gifted Teachers	Updates, Forms, Procedures
August 29, 2014	Gifted Teachers	Gifted Regional Training
September 18-19, 2014	Gifted Teachers, Special Education Director	Alabama Association of Gifted Children Conference
November 7, 2014	Gifted Teachers	IPAD Apps for Gifted Learners
November 14, 2014	Gifted Teachers	Service Learning

Gifted Professional Development

2015-2016

Projected Date	Targeted Audience	Topic/ Event
August 5, 2015	Gifted Teachers	Updates, Forms, Procedures
August 10, 2015	Gifted Teachers, Special Education Directors	Compliance Monitoring- Gifted Education Programs
August 21, 2015	Gifted Teachers	Gifted Regional Training
September 2015	Gifted Teachers, Special Education Director	Alabama Association of Gifted Children Conference

STUDENT GRIEVANCE PROCEDURE

General

Students have both the right and the responsibility to express school-related concerns and grievances to the teachers and school administrators.

Grievance Defined

For the purpose of this policy, a grievance is defined as a claim submitted by a student of a violation, misinterpretation, or inequitable application of a local Board policy, local school rules and regulations, or local administrative procedures. The term "grievance" shall apply to matters which fall within the discretionary powers of the principal, Superintendent, and/or Board, but shall not apply to areas where the principal, Superintendent, and/or Board has no discretionary authority to act.

Procedure

The procedure to be followed by a student regarding a personal grievance is to discuss the matter with the teacher or other person directly involved. When the nature of the grievance dictates otherwise, the student upon notifying the teacher directly involved may request a meeting with the school principal. In the event such grievance is regarding the principal, the student may contact the Central Office to arrange to discuss the matter with an appropriate administrator. Such meetings shall be granted within two (2) school days at a reasonable time and place unless the student agrees to a longer time period. One faculty member of the student's choice or his/her parent(s)/guardian(s)/custodian(s) may be present at such meeting.

Appeal

It is expected that most student grievances will be resolved satisfactorily at this level. However, in the event that the grievance cannot be settled at this level, then the student, through his/her parent(s)/guardian(s)/custodian(s) may pursue the grievance to the Superintendent for review and final disposition. At this level on the form provided as F1 to this FILE, the grievance shall be set forth in writing with a specific statement of the claimed violation, misinterpretation or inequitable application of a policy, local school rule or regulation, which is the subject of the grievance.

SOURCE: Colbert County Board of Education, Tuscumbia, Alabama
ADOPTED: Feb 5, 1987; REVISED: Oct 5, 1989; Jun 8, 1995; Jan 15, 2009

Attachment to Section X