



MIDFIELD CITY SCHOOLS

Gifted Education Plan

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 Midfield City School System shall prohibit discrimination against any student on the above basis with respect to his/her participation in the gifted program. All teachers, general education and special education, should strive to provide an individualized and differentiated curriculum for gifted children when appropriate. Differentiation and individualization should occur across the curriculum because children are gifted all the time and not only when they are with a teacher of the gifted.

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.
 - Maintain documentation of training provided.
 - Evaluate effectiveness of training.

- II. **Goal: To continue working towards racial equity in the gifted program.**
 - Provide yearly in-service for all elementary and middle school 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
 - Review ALSDE approved national achievement test scores or other group aptitude test scores and refer any students who have high aptitude or achievement scores.
 - 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 - 5 hours, 4th graders 3-5 hours, etc.)
 - 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 3-8.
 - Provide consultation services for grades K-2
 - Provide advanced courses for grades 5-12.

- 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

- A section of the student handbook for each school will include a section on the gifted program. This section will include information on the definition of gifted, how to refer a student, the basic eligibility criteria, and who to contact to make a referral.
- A brochure will be distributed during registration and open house. Each school will have brochures at the front counter available for the public.

B. Gifted Referrals Screening Team (GRST)

1. A GRST will be established at each school.
2. The GRST will consist of the general education teacher, gifted specialist, principal or designee, special education coordinator, and someone knowledgeable about the child.

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)

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 Midfield City 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 Midfield City 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 Midfield City School System utilizes a school based Eligibility Determination Team (EDT). The Eligibility Determination Team will include someone knowledgeable about the student being assessed, someone knowledgeable about gifted students in general, and someone able to interpret the information gathered. The EDT consists of the following individuals: gifted specialist, counselor, administrator or designee and general education teacher.

A. 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.

B. For each student referred, information is gathered in the following area:

Aptitude- Aptitude should be assessed through an individual or group test of intelligence or creativity

Characteristic- A behavior scale designed to assess gifted behaviors is completed by a classroom teacher.

Performance - At least three indicators of performance at a gifted level must be submitted. These may include but are not limited to, achievement scores, grades (excluding K-3), products, work sample, and/or portfolios.

The scores from the assessment/items used are entered on a matrix where points are assigned according to established criteria. Eligibility for gifted services requires a total of 17 points on the Gifted Eligibility Determination Forms. Students scoring 14 or above are eligible for Enrichment services and those scoring 17 qualify for Gifted Services.

Teachers and other district staff involved in the screening and referral processes will be provided training/guidance regarding the characteristics of intellectually giftedness in general and special populations. Session will be held on a yearly basis at system wide staff development day.

C. Screening Criteria

Midfield City Schools uses the State Screening Eligibility Determination Form to screen students to determine if further assessment is necessary. Fourteen points are required to pass the screening. Fourteen Points are required for students to be included in enrichment services. Seventeen points qualifies a student for Gifted Education Services

VI. SERVICE DELIVERY OPTIONS

The Midfield City Board of Education ensures that services to all students at each grade level or grade level cluster are of comparable quality and duration.

Midfield Elementary School (K-4)

- Consultative services provided for grades K-4, as needed.
- Traditional pullout services for five hours per week/ grades 2-4
- Participation in the Peer Helper program to foster leadership skills
- Participation in the Technology Team
- Gifted/Enrichment students are cluster grouped in homerooms
- Students are assessed and placed at higher levels of study for instruction language
- Participation in Performing Arts (Drama)

Rutledge Middle School (5-8)

- Advanced core curriculum classes provided by highly qualified general education teacher
- Enrichment clusters for students
- Cluster grouping in all core subject areas with differentiated instruction
- Pullout services 1 hour a week per grade level with a focus on Advanced Literacy and Social/Emotional Learning
- Participation in Performing Arts (Drama)

Midfield High School (9-12)

- Advanced Placement Course are offered
- Choral Music and Instrumental Music are offered
- Electives are offered
- Dual Enrollment Classes are offered
- Participation in Performing Arts (Drama)
- Pullout Services 1 hour per month with a focus on leadership and postsecondary options

VII. SELF-MONITORING PROCEDURES

- I. Recommendations for professional development will be made in response to the evaluation.
11. Collaboration of principals with special education coordinator/gifted specialist and other Staff knowledgeable of the nature and needs of gifted students and evaluate the level of differentiation being provided for high-end learners.
- III. Principal will continue to monitor and review lesson plans, materials, course offerings, and teaching strategies.

VIII. POLICIES/PROCEDURES

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

- Grade acceleration** - Students with exceptional abilities are moved to the next highest grade.
- Fluid movement between grades** - Students with exceptional abilities in a particular subject may attend classes at a higher grade level.
- 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.
- Flexible skills grouping** - Students are regularly assessed and grouped for instruction according to skill level.

IX. PROFESSIONAL DEVELOPMENT

Based on the Professional Development Needs Assessment the following professional development opportunities will be available for teachers in grades K-12

Professional Development Need:

To provide teachers with the knowledge on how to do differentiation in the regular classroom

Target Audience: K-12 Teachers

Resources: Consultant

Evaluation Process: Improvement in standardized tests for grades 3-11

Professional Development Need:

To provide teachers with strategies on high-end reading instruction

Target Audience: 3-8 Teachers and Counselors

Resources: State Department

Evaluation Process: Improvement on standardized writing assessment

Professional Development Need:

To increase the regular education teachers working with the gifted students knowledge of developing tasks that will show student understanding at the conceptual level.

Target Audience: Teachers working with the gifted students

Resources: State Department

Evaluation Process: Projects and tasks that the student will produce on a conceptual level

X. GRIEVANCE PROCEDURES

Procedures for filing a complaint with the Midfield City Board of Education include the following:

- A parent or legal guardian may file a signed written grievance and send it to the Midfield Superintendent.
- When filing signed written complaint, the complainant must identify himself/herself; provide the student's name, name of the *school*, the specific facts pertaining to the complaint and a description of the efforts at the local school to help resolve the issue(s).

Procedure for acting on grievance:

- The Midfield Superintendent will assign a staff member to review and investigate each complaint to determine its validity. If it is determined that the complaint is valid, the complaint will be processed.
- The school involved shall be notified by telephone, and a follow up letter shall be sent which will provide the identity of the complainant and the nature of the complaint
- The investigation will be conducted by a person selected by the Superintendent. The person conducting the investigation shall have complete access to all records of the *school* that pertain to the gifted program and the student involved.
- After the investigation is completed, the designated staff member will seek to resolve the grievance.
- If the complainant disagrees with the resolution of the complaint, the designated staff member will refer the complaint to the Midfield Superintendent for intervention.
- The grievance process shall be completed in thirty (30) calendar days from receipt of grievance/complaint.

Parents are required to follow the before mentioned procedure **before** filing a formal complaint or requesting a mediation through the SDE.

XI. ALTERNATIVE/ENRICHMENT

Name of the Program:

Midfield City Schools Enrichment Program

Brief Description of the Program:

The target group consists of students in grades 2-8 who meet gifted criteria as outlined by State guidelines and those who meet LEA criteria for enrichment services. Students younger than second grade may also be served, if deemed eligible, when appropriate referrals have been made. Students qualify for Enrichment services by scoring fourteen points on the Gifted Eligibility/Screening Determination Form. These students participate fully, but do not have a Gifted Education Plan (GEP), however, all do have an Enrichment Education Plan (EEP).

Gifted/Enrichment students in grades 2-4 receive five hours per week and grades 5-8 receive one hour per day of concept-based curriculum and/or service learning in the resource room. The Enrichment program provides these students with units and activity options in the following areas: social and emotional development, creativity, critical thinking, independent study, technology, and advanced leadership training. Students are given the opportunity to solve a variety of problems, implementing various critical thinking strategies. Emphasis is placed on sharing ideas/opinions in a tactful manner and demonstrating a collaborative model of teamwork at all times. Consultative services are provided for Grades K-12, as needed.

Location of Services

Midfield Elementary School

Rutledge Middle School

Midfield High School

XII.

VIRTUAL OPTIONS

Please describe below how students will be referred, identified and provided services when enrolled in the virtual options/virtual school.

The System recognizes the unique needs of its gifted students and the mandate from the State of Alabama to identify and serve them. As a result, Midfield City Schools will provides a virtual school option for any identified gifted student. The Virtual program is designed to provide a rigorous differentiated curriculum. Students will be provided with opportunities to develop critical thinking skills, and provided the exposure of technology and online curriculum to 21st Century Learners

Identification

A student may be referred for consideration for gifted services by teachers, counselors, administrators, parents or guardians, peers, self and other individuals with knowledge about the student's abilities. One of the before-mentioned individuals obtains and completes a referral form from the school principal, counselor or Gifted Enrichment Specialist. Upon completion, the referral form must be returned to the school principal, counselor or GT-Enrichment Specialist. Midfield City will make accommodations and arrangements with parents, to test virtual students referen-ed for gifted services

Eligibility Criteria

For each student referred, information is gathered in the following areas:

- Aptitude-Aptitude should be assessed through an individual or group test of intelligence or creativity
- Characteristics-A behavior rating scale designed to assess gifted behaviors is completed by a classroom teacher. (GES,TABS)
- Performance-At least three indicators of performance at a gifted level must be submitted. These may include but are not limited to, achievement scores, grades (excluding K-3), products, work samples, and/or portfolios.

Professional Development:

Midfield City Schools will create opportunities for district administration, resource staff, and teachers to expand their knowledge of giftedness and gifted education.

The Gifted Enrichment Specialist will meet with K-12 staff to plan for staff in-services and faculty meetings focusing on programming models, instructional strategies, delivery practices, documentation.

Services:

Services provided for virtual students will be comparable to those students that receives fact to face service. All students will be provided with an appropriately differentiated curriculum and instruction. The curriculum and instruction will be adapted or modified to accommodate accelerated learning. In addition, counseling services will be available for all virtual students.

Second Grade Find:

All virtual second grade students will be observed as potential gifted referrals. During the first semester of the school year, second grade teachers (and other staff who might come in contact with second graders) will observe the students in their virtual classrooms and note any gifted behaviors.