PLAN OF SERVICE FOR GIFTED STUDENTS

**October 31, 2021 through June 30, 2030**

# Assurance

By my signature below, I assure that the

KODIAK ISLAND BROUGH SCHOOL DISTRICT

Will provide personalized instruction for gifted students ages 3-21 pursuant to Title IV, Chapter 52 of the Alaska Administrative Code and the procedures described herein.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Superintendent or Designee

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Signature

Percent of Pre-K through 12 Students Identified as Gifted in October 2020

1.9%  
(Total Number of Gifted divided by Total ADM)

Department of Education & Early Development Received Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **Gifted Plan of Service**

The gifted plan of service should describe the district’s procedures for identifying and serving gifted students. The plan of service is required by 4 AAC 52.800. District responsibility for gifted education and must sent to the department.

**Directions:**

Please submit the information requested in items I, II and III. Use the following formant and add extra pages, if necessary. Provide detail sufficient for a person unfamiliar with your program to be able to read each description and understand the process being described. Clear and concise descriptions are needed rather than elaborate narratives.

I. Student Identification: Describe the child find plan that is used to locate, screen and refer potentially gifted students for evaluation. (4 AAC 52.8-00 (1))

***II. Student Eligibility: Describe the procedures used to evaluate potentially gifted students and specify criteria that the multidisciplinary team uses to define which children exhibit outstanding intellect, ability, or creative talent.*** (4 AAC 52.8-00 (2))

***III. Describe the ranges and/or types of services offered to gifted students by level – elementary, junior high/middle, and high school. Also describe the delivery model of the services at each level (i.e., group or individualized services, pull-out model, integrated, etc.).***

This should address the process for development of student learning plans, that provides for teacher, parental and student participation; and a review process that allows parents, on behalf of their child, to challenge and to have reviewed the district's program or an individual student learning plan provided for their child (4 AAC 52.8-00 (3) and (4)) (If your district uses an identification matrix, attach a copy and include a description of how it works. Please attach a blank copy of the IEP form used by the district for gifted students. Also, include an explanation of how the multidisciplinary team determines, after a child is identified as gifted, that the child also requires special facilities, equipment or methods to make the child’s educational program effective.)

Plans may be submitted electronically, mailed, or faxed to the address(es) below.

Mailing Address:

**Don Enoch**

**Alaska Department of Education & Early Development**

**Division of Innovation and Educator Excellence**

**P.O. Box 110500**

**Juneau, Alaska 99811-0500**

Email address: **donald.enoch@alaska.gov**

Phone: **(907) 465-2972**

Fax: **(907) 465-2608**

<http://www.akleg.gov/basis/aac.asp#4.52.800>

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# **KIBSD Gifted & Talented Program Plan of Service Workflow**

(4 AAC 52.8-00 (1, 2, 3, 4)), <http://www.akleg.gov/basis/aac.asp#4.52.800>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **Child Finding Options  (**Plans from other districts using valid cognitive testing will be recognized.) | FastBridge  aMath  > 90th national percentile | FastBridge  aReading  > 95th national percentile | SIGS  Referral from teacher, parent, student, or administrator.  *GT-Form-1.1* | **TENTATIVE**  Universal Screener  3rd and 5th grade |
| **2** | **Initial Communication** | Cross check  students for needed accommodations and communicate with teachers and SPED department   * 504 * SPED * ELL * Homeless   *GT-Letter-2.1* | | Parent consent form for evaluation (CogAT)  Consent form used for SIGS is valid to use for CogAT  *GT-Form-2.1* |  |
| **3** | **Cognitive Test** | Communicate location, date, and time of cognitive assessment(s)   * Families * Administration * Schools   *GT-Letter-3.1* | Elementary CogAT Testing  Session 1 – Getting Started/Battery 1  Session 2 – Battery 2  Session 3 – Battery 3 | Middle & High CogAT Testing  Session 1 – Getting Started and Battery 1, 2, 3 |  |
| **4** | **Analyze Data** | Analyze CogAT data  CogAT scores at or above the 95th percentile in any battery or composite are eligible for GT | Analyze CogAT data  CogAT scores within 90 – 94th percentile may be further considered using a rubric   * Classroom observations * Parent/teacher input * Student performance * Accommodations   *GT-Form-4.1* | |  |
| **5** | **Results Communication and Program Entry** | Communicate CogAT results with parents and program eligibility  *GT-Letter-5.1* | Communicate CogAT results with parents and program non-eligibility  *GT-Letter-5.2* |  |  |
| **6** | **SLP Development** | Parent/Teacher Input  Administer survey to parent(s) and teacher(s) to gather information for Student Learning Plan (SLP)  *GT-Form-6.1a-c* | Schedule SLP  Notify parent(s) of SLP meeting  Invite   * Parent(s) * Student * Teacher(s) * GT Teacher * Administrator   *GT-Letter-6.1* | Complete SLP/Meeting  Before meeting:  GT teacher will initiate SLP in SIS with information including student strengths, present levels of achievement, parent comments, and teacher comments  During the meeting:  GT teacher will go over SLP, and establish goals, objectives, evaluation procedure, person(s) responsible  *GT SLP in SIS* | File SLP   * GT teacher completes SLP in SIS * Official records are kept in SIS |
| **7** | **SLP Initial Implementation** | GT teacher will share SLP with teachers and schools | GT teacher meets with the student   * Go over expectations * Explain GT program and schedule | Student begins receiving services outlined in SLP |  |
| **8** | **SLP Review** | GT teacher will update SLP   * Every 1-3 years * Upon request | GT teacher will schedule SLP Review Meeting  Invite   * Parent(s) * Student * Teacher(s) * GT Teacher * Administrator   *GT-Letter-8.1* | SLP Review Meeting  Before meeting:  GT teacher will initiate SLP in SIS with information including student strengths, present levels of achievement, parent comments, and teacher comments  During meeting:  GT teacher will go over SLP, and establish goals, objectives, evaluation procedure, person(s) responsible  *GT SLP in SIS* | File SLP   * GT teacher completes SLP in SIS * Official records are kept in SIS |

# Common Acronyms/Abbreviations/Terms

504 - A 504 Plan is a plan developed to ensure that a child with a disability, identified under Section 504 of the Rehabilitation Act of 1973, attending an elementary or secondary educational institution receives accommodations that will provide access to the learning environment.

CogAT - The Cognitive Abilities Test is a group-administered K–12 assessment published by Riverside Insights and intended to estimate students' learned reasoning and problem solving abilities through a battery of verbal, quantitative, and nonverbal test items.

ELL - English language learner (ELL) refers to a student who is learning English as a second language.

GT - Gifted and Talented

SIGS - The Scales for Identifying Gifted Students (SIGS) is a norm-referenced rating scale designed to assist school districts in the identification of students as gifted. The SIGS assesses seven areas: general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership.

SIS - A Student Information System (SIS) is the main tool to manage all school district student records and administration.

SLP - The Student Learning Plan (SLP) goal is to provide regular communication to parents about students’ continued academic progress.

SPED - Special Education

# Range of Services

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Service** | **Elementary School** | **Middle School** | **High School** | **Delivery** |
| Differentiation | ✓ | ✓ | ✓ | Integrated |
| Cluster Grouping | ✓ | ✓ | ✓ | Pull-out |
| Acceleration of content area | ✓ | ✓ | ✓ | Individualized Service |
| Project-Based/ Interest-Based Learning | ✓ | ✓ | ✓ | Pull-Out |
| Online Supplemental Resources | ✓ | ✓ | ✓ | Integrated |
| Online Classes |  |  | ✓ | Individualized Service |
| AP Courses |  |  | ✓ | Integrated |

# Definition of Services

Acceleration of content area – The student is advanced to and instructed at the next grade level. Instruction occurs as usual in the grade-advanced classroom. Differentiation is provided as appropriate. Grade acceleration facilitates consistency is the presentation of advanced content and minimizes additional teacher planning.

Advanced Placement Courses – The student is enrolled in one or more Advanced Placement and honors courses as offered. Instruction is guided by the course outlines and is differentiated in content, process, and product to meet the needs of advanced learners.

Cluster Grouping – The student is placed in a regular classroom with one or more other students identified for gifted education services. Along with the other students, the student receives additional challenges within the regular classroom. Content, process, and product are expanded in alignment with the Alaska and National standards being taught in the classroom. Clustering students facilitates teacher planning for differentiation and provides academic peers for the student. Clustering also makes scheduling any out-of-class activities for identified students easier.

Differentiation – Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Project-Based/Interest-Based Learning – The student participates in projects focused on interdisciplinary curriculum in support of content standards or in instruction targeted to a specific academic area and aligned with Alaska and National content standards. At times, this learning may take place outside of the regular classroom. This arrangement provides students with extended rigorous experiences with academic peers and does not replace differentiated instruction in the general classroom.

Online Supplemental Resources – Supplemental resources refer to any nonrequired instructional materials included in an online course. Simply put, they're materials students can engage in, not materials they have to engage in.

Online Classes – Online classes are typically a mix of video recordings or live lectures supplemented with readings and assessments that students can complete on their own time.

# Definition of Delivery Methods

Individualized Services – Individualized services offer changes in the academic program and support specifically designed to meet the needs of an individual student.

Options for identified students may include:

\* Mentorships \*Interest groups and clubs

\* Independent study \*Leadership activities

\*Individual guidance and counseling \*Special events and opportunities

\*Individualized academic challenges \*Study groups

\*Academic contests/competitions \*E-learning

\*Seminars \*Dual enrollment

\*Correspondence courses

Integrated – Appropriate curricula for gifted learners have three equally important and integrated dimensions (Van Tassel-Baska, eta, 1988):

* An **advanced content-based mastery** dimensions allows gifted learners to move more rapidly through the curriculum. This dimension suggests that advanced curriculum should be made available to gifted learners when they demonstrate readiness to engage in it. Mastery of basic knowledge and skills in curriculum should allow students to move on to higher levels through the study of progressively more complex and sophisticated principles.
* A balanced **process/product/research** dimension encourages in-depth small-group and independent learning opportunities. This dimension calls for the engagement of gifted learners in the pursuit of real and meaningful investigations, both collaboratively and independently. Problem solving, research, and experimental design provide strong avenues for investigations that mirror real life.
* An emphasis is placed on the **exploration of issues, themes, and ideas** within the across curriculum areas. This dimension features concepts and ideas as the organizers for educational experiences developed for gifted learners. These ideas, such as systems and change, allow students to see the integrated nature of the discipline.

Pull-Out – Pull-out groups are small group strategies. In pull-out groups students usually leave the regular classroom to work with other students of similar ability or interest.