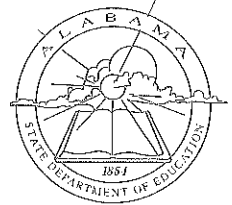




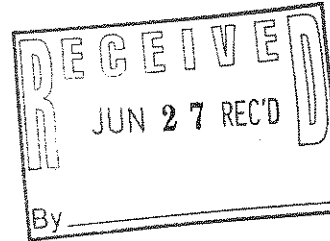
STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

June 20, 2023

Dr. Dennis R. Coe
Superintendent
Dothan City School System
1665 Honeysuckle Road
Dothan, AL 36305



Dear Dr. Coe:

Your Local Education Agency Plan for Gifted has been reviewed by staff in the Special Education Services Section of the Alabama State Department of Education. I am pleased to inform you that your plan has been approved.

Your plan will be considered in effect until such time as you submit changes for approval or state regulations require amendments. Notice will be provided to you concerning revisions required by this office.

Thank you for successfully developing this plan. Your efforts to provide appropriate services for gifted students are greatly appreciated. Should you have any questions, please contact Mrs. Ashley Strickland by telephone at (334) 694-4782 or by email at ashley.strickland@alsde.edu.

Sincerely,

Eric G. Mackey
State Superintendent of Education

EGM/EPH/TZK

Enclosure

cc: Ms. Alicia Hales
Mrs. Angela Martin
Mrs. Shanthia Washington
Dr. DaLee Chambers
Ms. Alicia Hodge
Mrs. Ashley Strickland

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Secretary and
Executive Officer

LEA PLAN FOR GIFTED

Dothan City Schools

SCHOOL SYSTEM

2023-2024

SCHOOL YEAR

Dr. Dennis Coe
SUPERINTENDENT'S SIGNATURE

Phineas S. Stahl
SPECIAL EDUCATION COORDINATOR'S SIGNATURE

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

5/17/2023

DATE SUBMITTED

Eric G. Mackey
ERIC G. MACKEY, STATE SUPERINTENDENT OF EDUCATION

FOR ALSDE USE ONLY

5.17.23

DATE RECEIVED

STATUS: ☒ APPROVED 6.6.23 BY Emily P. Hurst
DATE DATE ALSDE OFFICIAL
☒ RETURNED FOR CORRECTIONS 5.24.23
DATE

I. PHILOSOPHY

The Philosophy is a written statement of the LEA's position/beliefs regarding gifted students and gifted education. It should include a definition (consistent with the existing state definition) and a nondiscriminatory statement. If you agree with the following statement, simply type in the name of the LEA in the blank provided. If you would like to add to it, you may.

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 Dothan City 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

Program Goals are statements of what the LEA expects to accomplish over the next three years (or the length of time this plan will be in effect). Each LEA may adopt the goals listed below. LEA's then have the option to add others. Some LEAs will write additional goals to *improve* or *maintain* existing programs. Others may write goals to *establish*, *develop*, or *implement* a program or additions to a program. For each Program Goal, include the steps that will be taken to achieve the Goal.

Some suggestions for areas that goals might address are:

Enrichment Model Programs (for schools with low incidence gifted)

Quality of Services

Faculty/Parent Training

Program Evaluation

Underrepresented Populations

Service Delivery Options

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.

Dothan City Schools (DCS) developed Learning in Consultation (LinC) in an effort to better meet the needs of high-end learners. LinC provides challenging educational opportunities in grades 3-8 that extend beyond the general curriculum. Teachers engage in the consultation plan, implement and monitor differentiated educational opportunities for high-end learners.

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.

During the 2003-2004 Focused Monitoring, the Alabama State Department of Education (SDE) recommended that Dothan City Schools (DCS) moved from the state gifted program to our own enrichment program. Data from the last SDE Monitoring indicated that efforts had been made to improve racial equity in the gifted program. The number of Talent Pool students being served was more racially equitable than the number of identified gifted. A move would provide more flexibility and also increase the total number of students that receive enrichment services.

III. Goal: To continue conducting Child Find Activities

- Implement mandatory Second Grade Child Find Activity
- Review achievement or 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.

In service for second grade screening is provided annually by the resource specialist in each school. The following are critical elements in establishing an enrichment program: 1) multiple criteria must be used for eligibility 2) racial equity must be a goal of the program 3) services at each school must be comparable in quality and duration.

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 to 4 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.

The resource specialist serves as a resource for teachers in meeting the needs of high-end learners. Consultation is an essential component in having a continuum of services. The resource specialist consults and plans with the general education teacher, provides professional development and models differentiation. The resource specialist raises the level of awareness about the differences in learners, provides strategies to address these differences and elevates the general education teachers' expertise in meeting the academic needs of all children. This is systemic change.

V. Goal: To work towards a true continuum of services for high-end learners.

- Provide pullout services for Grades 3-5 or 3-6.
- Provide consultation services for Grades K-2.
- Provide advanced courses for Grades 6 or 7-12.
- 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.

Concept based units offered in a pullout program are important because a universal, overarching concept is incorporated throughout. DCS resource specialists spend their time in pull out programs, planning with general education teachers, planning and compiling center activities and tiered assignments, planning concept-based units as well as consultation/ modeling for teachers in general education classrooms.

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.

Other training/workshop opportunities have been provided by the SDE (Regional Training). Resource specialists meet monthly for 2 ½ hours to share information, ideas, implementation strategies and other topics related to the LinC Program.

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 whom 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.

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/LinC Resource Specialist at the student's school.

The Dothan City School system will provide annual public notices of services available to high-end learners by:

- LinC Orientation at each school
- A section in each school's handbook about LinC
- Letter to parents
- Dothan City Schools LinC Program will provide services for high-end learners through systemic change.

B. Enrichment Referrals Screening Team (ERST) 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 ERST. Dothan City Schools will establish a team called an Enrichment Referral Screening Team (ERST).

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

- ☒ gifted/LinC resource specialist(s)
☒ counselor
☒ administrator
☒ general education teacher
☒ psychometrist
☒ other _____

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 student 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.

_____ points are required to pass screening.

IV. EVALUATION

The ERST, the psychometrist, or whomever makes decisions about tests that are administered must make those decisions based on their 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.

Dothan 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 Dothan 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 LEAs must establish an Eligibility Determination Team (EDT) to implement procedures to determine eligibility of students for gifted services. Members must 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/LinC resource specialist(s)
☒ counselor
☒ administrator
☒ general education teacher
☒ psychometrist
☐ other _____

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.

Only the EDT may make a determination to interrupt services due to behavioral or academic issues. Students can be removed from services if the team deems it appropriate.

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 service. 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 to 5 hours a week
☒ Cluster grouping with differentiated curriculum in the regular classroom
☐ Cross-age grouping in areas of strength
☒ Curriculum compacting ☒ Consultative services from the gifted specialist provided in the regular classroom setting (e.g., extra materials, learning centers)

NOTE: Services to grade 6 students depend on whether they are scheduled as middle school or elementary school students.

☐ 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],
☒ LinC Pullout Services for 1.5 hours per week.
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.

DOTHAN CITY SCHOOLS WILL PROVIDE SERVICES AS OUTLINED ABOVE.

VII. SELF-MONITORING PROCEDURES

Each LEA shall establish and implement a plan for monitoring general education classrooms that are charged with meeting the needs of gifted learners (e.g., K-2 classrooms as well as advanced level/advanced placement classes in the middle school and high schools). In other words, there must be a system in place to monitor the implementation of differentiation in grade levels that utilize indirect services for gifted learners. Monitoring plans should include a review of lesson plans, materials, course offerings, and teaching strategies.

Sample:

- I. Principals will collect evidence of the items listed on the *Gifted Service Indicators Form* in the *LEA Gifted Profile Needs Assessment*.
- II. Supervisor of principals 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.

Dothan City Schools Self-Monitoring Procedures:

- I. Principals will collect evidence of the items listed on the Gifted Service Indicators Form in the LEA Gifted Profile Needs Assessment.
- II. The Gifted Coordinator will collect evidence/artifacts from principals.
- III. Gifted Specialists at each school will meet with principals, other staff knowledgeable of the nature and needs of gifted students, and the Gifted Coordinator to 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.

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/Subject Acceleration** – 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.

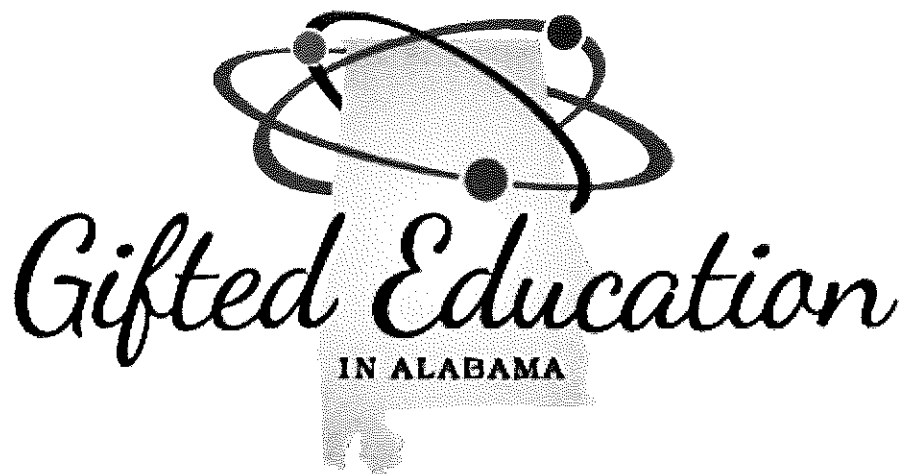
ATTACHMENT to Section VIII
Please attach a copy of any written policy or procedure concerning the above strategies, whether P or NA

Dothan City Schools Policies and Procedures:

These practices will be considered when appropriate to facilitate differentiated curriculum instruction for any student.

HELP DOCUMENT FOR

Considering Student Acceleration



Contents:

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

ACCELERATION PROCEDURES

Dothan City Schools _____ adopts the following procedure for the referral, evaluation, and implementation of academic acceleration.

Rationale

The Dothan City 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 50 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. See §290-8-9-.12 (6)

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 at least one other individual. Other appropriate possibilities would be the student's parent(s), a counselor, a school and/or central office administrator, a psychometrist, or another teacher in the building who has a proven track record of working with high-ability students. The school administrator (not on the committee) should be kept informed of the committee's recommendations.

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 school 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. If your system **does not** have a policy that **prohibits** acceleration options, simply adapt the attached procedure to meet your needs. Email the procedure (or one you already have in place) to Mrs. Emily P. Hurst at ehurst@alsde.edu or Mrs. Ashley Strickland at ashley.strickland@alsde.edu. We will contact you when your Acceleration Procedure has been approved. It will then become a section in your LEA Plan for Gifted. You will be responsible for sharing it with all administrators in your system. If you have Board policy prohibiting grade acceleration, please contact Emily Hurst or Ashley Strickland immediately.
- II. 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.
- III. 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.
- IV. 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.)
- V. A suggested list of appropriate individual achievement tests for considering subject and grade acceleration:
 - a. Woodcock-Johnson Achievement Scale
 - b. Stanford Diagnostic Reading Test
 - c. Stanford Diagnostic Math Test
- VI. A suggested list of appropriate individual aptitude assessments for considering subject and grade acceleration:
 - a. Wechsler Intelligence Scale for Children: most current edition
 - b. Stanford Binet Intelligence Scale: most current edition
 - c. Differential Ability Scales
 - d. Reynolds Intellectual Assessment Scales
- VII. Iowa Acceleration Scale is published by Gifted Psychology Press, Inc.
- VIII. The *Acceleration Determination and Approval Form* should be completed once the committee has made the determination.
- IX. 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 the teacher 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, the student 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 postsecondary 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
_____	_____	_____

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: _____

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:

IX. PROFESSIONAL DEVELOPMENT

Each LEA shall establish and implement a plan for professional development concerning the nature and needs of gifted students. A two-year plan should be developed which will include a needs assessment and follow-up evaluation. This plan should include steps for on-going staff development to ensure continuous improvement. All levels (K-12) should be addressed. Progress towards implementing the professional development plan will be evaluated during monitoring visits.

- 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.

ATTACHMENT to Section IX

A copy of the plan for professional development should be attached.

DCS has established the following plan for professional development concerning the nature and needs of gifted students.

- A. Continue to send Resource Specialists to Mega Conference, Regional Gifted Network meetings, professional development provided by the Alabama Department of Education, Alabama Association for Gifted Children Conference, district Resource Specialists' monthly meetings, and other normally attended workshops, etc.
- B. Conduct a needs assessment with K-2 teachers to see what their needs are for addressing the needs of high-end learners in the regular classroom. Use the needs assessment data to establish professional development that will address those areas of concern (professional development might be in the form of Resource Specialist led workshop or provision materials).
- C. DCS will continue to provide cluster teachers in grades 3-8 via consultative services from the Resource Specialist to provide resources for the continuum of services through differentiated activities and a variety of choices for academic development. The Resource Specialist will assess the needs of cluster teachers through regular consultative sessions. Teachers serving advance placement students in grades 9-12 will be given the opportunity to participate in area specific professional development opportunities.
- D. School counselors will attend training provided by the State Department of Alabama to apprise them of options available concerning the nature and needs of gifted students. Resource Specialists will provide information, as needed, to counselors on changes that affects the counselor's role with gifted students.

X. GRIEVANCE PROCEDURES

Each LEA shall establish 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 and/or requesting mediation through the ALSDE.

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.

The Dothan City School System has established grievance procedures consistent with local policies through which parents may resolve concerns regarding the LinC Program. The Dothan City School System recognizes that Harmonious relations with parents can be maintained and improved through effective communications. The interests of all parties can best be served by sincere efforts of all concerned to promote understanding and cooperation. The following "Parental Grievance Procedures" have been established as a means to examine and resolve parental concerns, which relate to the educational program of their child.

STEPS:

1. Parent contacts the teacher to schedule a conference in an effort to resolve parental concern/s or issues.
2. If parent concern/s or issues are not resolved, parent schedules a conference with building principal by presenting grievance in written form.
3. If Parent concern/s or issues are not resolved, parent schedules a conference with the ESS Coordinator by presenting grievance in written form and arranging a conference to discuss said grievance/s.
4. If the grievance is not resolved within five (5) working days, after the aforementioned meeting with the ESS Coordinator, parent sends a copy of the written grievance and documentation (form signed by ESS Coordinator and parent) to the Superintendent. The Superintendent will assign staff member/s to meet with the parent to discuss concern/s and resolve, if possible.
5. If the grievance is not resolved within ten (10) working days, the parent schedules a conference with the Superintendent.
6. If the grievance is not resolved with the Superintendent, the parent makes a written request for a hearing before the Board of Education. The board shall review the original grievance. In addition, the board may, but is not required to, hear directly from any individual with knowledge of any relevant fact relating to the grievance.
7. The board of education will either uphold or deny the recommendation of the Superintendent. A copy of the action of the board will be furnished to the parent, whether as a part of the minutes of the board of education or as a separate written statement from the office of the Superintendent. The board shall be the final reviewing authority within the system.
8. This policy is not intended to deprive any parent of any right they have to file a grievance pursuant to any policy of the local board of education. The parent retains at all times the right to contact the State Department of Education with regard to any allegations that the system has violated the statutes described above. The above steps are to be followed in securing due process procedures regarding parental grievances.

XI.
ALTERNATIVE/ENRICHMENT PROGRAMS

Some LEAs have started programs of their own that provide enrichment opportunities to all students, or to students who meet specific criteria, or to students who do not qualify for gifted services according to state standards. If your LEA has such a program, please provide the following information:

- Name of program
- Brief description of program (target audience, purpose, type of service provided, etc.)
- Location of services (which schools and/or where within a school--regular class, resource room)
- Number of students currently being served according to grade and race
- Contact person

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

Learning in Consultation (LinC)

An attachment that thoroughly describes this program is offered as an appendix to this plan. Please refer to the Dothan City Schools Enrichment Program Learning in Consultation (LinC) Resource Specialist Handbook.

Student numbers served by grade and race are updated periodically with ALSDE.

The contact person for Dothan City Schools is Alicia Hales, Dothan City Schools Director of Exceptional Student Services at 334-793-1397, ext. 236242.

XII. **VIRTUAL OPTIONS**

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

1. **Identification:** Describe how the LEA will comply with regulations to identify students for gifted services in the virtual school.
2. **Professional Development:** Describe how the LEA will comply with regulations to provide professional development to virtual teachers on the nature and needs of gifted learners and differentiation strategies to meet the needs of gifted learners enrolled in the virtual school.
3. **Services:** Describe how the LEA will comply with regulations to provide services for gifted students in the virtual school. (Consider the grade level clusters of K-2, 2-3/6, 6/7-8, and 9-12 when determining comparable services).

The virtual school for Dothan City Schools includes grades 3-12. The current LEA gifted/resource plan will be followed for all students attending Dothan City Virtual School (DCVS). Arrangements are made with parents or guardians for standardized assessments to be given on the school site. Dothan City Schools Virtual School Policy states that parents will provide transportation for any assessments that must be completed.

Dothan City Schools will provide professional development by Learning in Collaboration (LinC) teachers to the DCVS facilitator to meet the needs of students in the enrichment program. The LinC teacher will case manage DCVS services are provided through Edgenuity and ACCESS.

Virtual options include Grades 3-12, in alignment with our LEA plan for services. DCVS provides classes through virtual learning management platforms, such as Edgenuity and ACCESS. Students in grades 6-12 who qualify for LinC services take advanced classes and electives. The gifted class work for pull out services (grades 3-8) can be offered through Edmodo and/or Schoology for virtual students. Gifted teachers will check with students via discussion boards, online journals, emails, Skype and webinars. Services will be synchronous (to provide interaction with other students) and asynchronous (not at the same times as other students). Counseling services through SpectraCare, our community mental health partner, are provided for virtual students. These services are equivalent to those in our traditional setting.

ENRICHMENT ELIGIBILITY DETERMINATION FORM

Name: _____ State Student ID Number: _____ DOB: _____ GRADE: _____ Race: _____

Matrix Eligibility		TEST/SUBSCALE/ITEM	SCORE	POINTS EARNED	Points Chart						
					5	4	3	2	1	0	
APTITUDE					<div> <div> <input type="checkbox"/> NNAT 3 <input type="checkbox"/> Slosson <input type="checkbox"/> Torrance Test <input type="checkbox"/> Other _____ </div> <div> 128 and above 126 and above 96 and above% 122-127 120-125 91-95 % 117-121 116-119 86-90 % 114-116 113-115 81-85 % 111-113 110-112 75-80 % 110 or below 109 or below <75 % </div> </div>						
CHARACTERISTICS		TABS Total Score			<div> <div> 15+ 121+ 14 120-111 13 110-90 12 89-80 11 79-70 <11 <70 </div> <div> 50-45 44-35 34-25 24-15 15-10 <10 </div> </div>						
PERFORMANCE *Point Conversion Chart:		INDICATORS	POINTS	ROUNDED POINTS.*	<div> <div> CHARACTERRISTICS Hawthorne (GES) GATES Renzulli TABS ACHIEVEMENT Total Reading, Math, Science, Language, Social Studies, or Total Battery. Test used: _____ </div> <div> 99-97 96-94 93-91 90-88 87-85 <85 </div> </div>						
Points Earned = <u>Rounded Points</u> 15 = 10 14 = 09 13 = 09 12 = 08 11 = 07 10 = 07 09 = 06 08 = 05 07 = 05		****Remember ACHIEVEMENT is documented in the indicators area (here on the lines above in this section). See reverse for a list of possible indicators and to record all indicators gathered. All indicators except Achievement must have a rubric attached.									
Referral Source: _____		Referral Date: _____		Date of Eligibility Meeting: _____		Signatures of Team Members (Three signatures required)					
ELIGIBILITY DECISION (Student is eligible with a total of 13 points)		YES _____ NO _____		Position							

Collected Performance Indicators:

Writing Sample 1: _____ Other: _____

Writing Sample 2: _____ Other: _____

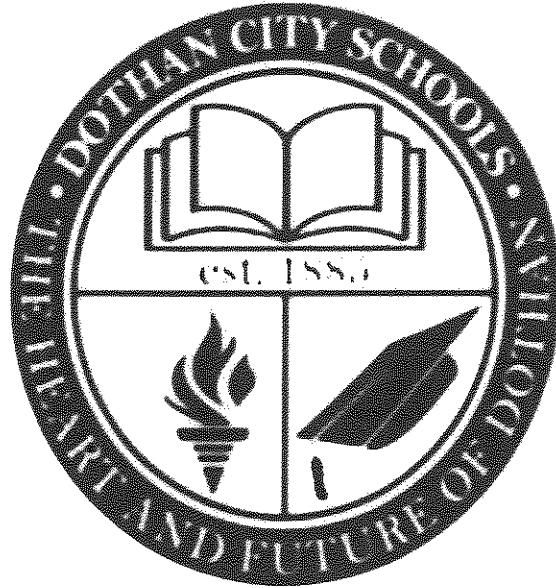
Transformation 1: _____ Other: _____

Transformation 2: _____ Other: _____

Transformation 3: _____ Other: _____

***Rubrics should be attached to work samples and performance indicators where applicable. See child find handouts for these rubrics.

Learning in Consultation (LinC)



Dothan City Schools Enrichment Program Resource Specialist Handbook

VISION STATEMENT

Learning in Consultation (LinC) is designed to provide challenging educational opportunities that extend beyond the general education program. LinC's mission is to provide consultation between general education teachers and resource specialists to meet the needs of high-end learners in the general education classroom and improve education for all learners.

RESOURCE SPECIALIST RESPONSIBILITIES

- Provide consultative services to general education teachers
- Conduct Second Grade Child Find
- Provide pull-out services
- Provide professional development
- Develop concept-based curriculum
- Conduct standard referrals
- Collaborate with fellow resource specialists
- Coordinate and lead the Enrichment Referrals Screening Team

Please note: The ALSDE mandates the use of a form to verify:

services across the system are comparable in quality and duration,

- teachers are serving overloads either in the case of total students served or individual class sizes
- Scheduling is blocked for maximum teaching impact.

Documentation of your time is vital. Keep a calendar and note the time you spend doing various activities unrelated to provide direct or indirect services.

Resource specialists should also carefully document time you spend doing activities that are not directly defined as resource specialist's duties and responsibilities. For example, keeping another teacher's class for some reason, special programs not related to your curriculum, assigned duties, etc. The ALSDE monitors comparability in services for quality and duration.

IMPORTANT VOCABULARY

- **LinC** - Learning in Consultation
- **Resource Consultation** - Aiding the general education teacher with ways to deepen the regular curriculum to meet the needs of high-end learners
- **Service Delivery** - Ways that the resource specialists provide service to high-end learners; both directly and indirectly
- **Demonstration Lessons/Teaching** - The resource specialist goes into the general education classroom and models how the lesson could be taught to meet the needs of high-level learners.
- **Second Grade Child Find (2GCF)** - A process mandated by the ALSDE that helps to identify potential high-end learners. All second graders in Alabama public schools are included in the child find process.

- **Gifted/Talented/High-End Learner** – Alabama's Definition: "Intellectually gifted children and youth are those who perform or who 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."
- **Service Delivery** - Ways that the resource specialists provide service to high-end learners; both directly and indirectly.

STUDENT REFERRALS TO THE LINC PROGRAM

- Teachers, counselors, administrators, parents or guardians, peers, self or any other individuals with knowledge of the student's abilities may refer a student.
- A permission to screen letter must be sent home for parental consent to be given before beginning the screening process. This will provide documentation that confirms parents' acknowledgement and consent to their child being pulled out of their classes for 1.5 hours per week.
- A matrix is used to identify students from 7th and 8th grade with the greatest need for the enrichment program services. New students who are referred during the school year are subject to the criteria as outlined. Students who have been identified as gifted in Alabama (according to Alabama state guidelines) will be served through the LinC program. Students who have been identified out of state must meet the LinC criteria for the enrichment program services.
- The ERST (Enrichment Referral Screening Team) should review all information to identify those students who are served in LinC and should document the decision of the team. The ERST team should include the resource specialist, an administrator, a counselor, a general educator and other faculty as deemed necessary.

Standard Referral all grades 3-8

- Notification and Consent for Enrichment Screening and Participation
- Parent letter to accompany Notification and Consent
- Notification of Referral Team Decision
- Aptitude – see Enrichment Eligibility Determination Form
- Characteristics – TABs or see Enrichment Eligibility Determination Form
- Achievement – Placed under indicators. see Enrichment Eligibility Determination Form
- Indicators – 1 writing sample (teacher choice), 1 figural analogy, 1 Draw Start
- Other Products
- Rubrics attached to work samples

2GCF FOLDER REQUIREMENTS

- Record of Access sheet must be stapled or attached to the inside cover of folder.
 - This is to be signed whenever anyone has access to the folder.
- The 3 required transformations as indicated by the ALSDE along with attached rubrics.
- At least 2 writing samples along with attached rubrics.
- Figural Analogy product along with attached rubric.
- TABs Observation Form
- NNAT3 answer document
- A copy of the NNAT3 Score Record
 - A blue copy of this will be placed in the student's cumulative folder

For the students referred as indicated in the two top quadrant boxes, the additional information is required.

Notification and Consent for Enrichment Form signed and dated by the parents.

- The most recent completed state approved Matrix
- The signed permission to participate letter or indication of non-qualification letter.

TIMELINE FOR 2GCF REQUIREMENTS

The Resource Specialist....

August	September – December	January	March – May	May
<ul style="list-style-type: none"> • Meets with Second Grade Teachers to provide professional development on the six required lessons • Provides explanation of the specific behaviors on the TABS • Provides instructions on completing the TABS • Administers the NNAT • Schedules the required lessons • Schedules the final meeting to complete the TABs and Quadrant forms. • Makes a copy of the agenda along with the teacher's signatures and send to ESS office. 	<ul style="list-style-type: none"> • Will conduct the required six 2GCF lessons which will consist of at least three transformations, two writing activities, and a figural analogy. • Will provide more lessons can be given if needed. • Will create a folder for each child to include scored products with attached rubrics in folders 	<ul style="list-style-type: none"> • Will give and score the NNAT to each second-grade student. • Will make a copy of the NNAT3 Scoring Report on BLUE copy paper, fill out and place in the student's cumulative folder. • Will meet with the second-grade teacher to finish TABS and to place students in the quadrants. • Will list the students who are placed in the top two quadrants on the Second Grade Child Find School Report Form and will send a copy to the ESS office to the Gifted Coordinator. 	<ul style="list-style-type: none"> • Will send Notification and Consent for Enrichment Screening along with the cover letter to parents (be sure to use Spanish copy for those needed) • Will complete the Eligibility Matrix • Will meet with Enrichment Team. 	<ul style="list-style-type: none"> • Will send Permission to Participate or non-qualifying letter to parents. • Will create a grid with 2GCF information of scores either in Microsoft Excel or Google Sheets.

SERVICE DELIVERY

ELEMENTARY SERVICES

Direct Services:

- Resource Room Pullout program for grades 3-6 for 3 consecutive hours per week, minimum
- 15 students, maximum per pullout class
- Utilization of concept-based curriculum

Indirect Services:

Consultative Services include:

- Provide demonstration lessons for curriculum extension upon teacher request.
- Develop differentiation ideas/curriculum for general education teacher use
- Provide resources to cluster teacher Co-plan with general education teachers
- Interest center/learning center/tiered lesson development

Criteria for Student Selection for Elementary Pull-out Services:

To better meet the needs of high-end learners, LinC is designed to integrate collaborative services and a pull-out program. The ALSDE considers the pull-out program to be the first priority of the resource specialist. Students are selected to be pulled out of the general education classroom and participate in the resource classroom using the following process.

- According to Alabama Code, all second-grade students will be screened for enrichment services through second grade child find procedures.
- Students in grades 3-6 must be referred (see appendix). Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student (per the LEA). A one-year time frame must be implemented for reevaluation for LinC services.
- A matrix will be used to identify the students with the greatest need for enrichment program services from grades 3-6. A total score of 13 points or higher on the matrix is required for participation.
- Permission to participate letters will be sent home for parental consent to be given. This will provide documentation that confirms parents acknowledge and consent to their child being pulled out of their homeroom classes for three hours per week.

MIDDLE SCHOOL CONSULTATIVE AND COLLABORATIVE SERVICES

In middle school, the resource specialist serves in a consultative role by collaborating and assisting the general education teachers of high-end learners in differentiating instruction and by adding depth and breadth to the curriculum.

Indirect Service Delivery

A continuum of services for high-end learners should be provided within the school to support the needs of the student. Services may include the following:

- Cluster grouping, flexible skills grouping, individualized programs in Math/Reading (Accelerated Math)
- Tiered Centers, Tiered Assignments
- Lesson Compacting, Learning Contracts, Socratic Circles, Independent Study Projects
- Honors/Advanced Classes and Advanced Placement Classes.

In mixed ability classes (classes in which high-end learners are not grouped), the resource specialist will work with the general education teacher to provide differentiated activities, anchor activities and to demonstrate the use of high-level questioning techniques ensuring that learners' needs are met within the classroom. The resource specialist's objective is to develop the strengths of high-end learners, not to work on weaknesses.

Direct Service Delivery

LinC is designed to integrate collaborative services with a pull-out program. The pull-out program is the first priority of the resource specialist. Students who qualify for LinC services are pulled out of the general education classroom to study Concept-based Curriculum Units; students may be grouped by interests. Competition based projects should not drive the program. Pull-out time in middle school should be 1.5 hours per week and classes should consist of no more than 15 students. The resource specialist must not be responsible for grading.

PROFESSIONAL DEVELOPMENT

Resource Specialists are responsible for providing professional development for the faculty on the LinC program which includes:

- Second Grade Child Find-The Resource Specialist must meet with 2nd Grade Teachers in August of each year to inform teachers of the Second Grade Child Find process, including the characteristics of gifted/high-end learners and the paperwork needed for 2nd grade referrals.
- The LinC Program Resource Specialist will conduct training in August with the certified faculty members to familiarize them with the LinC program, the resource specialist's responsibilities, and the process for new referrals. A Google slides presentation is accessible in our team Google Drive.
- Nature and Needs/Social Emotional of Gifted and High-End Learners-This training is provided in conjunction with the above training. An online webinar on the nature and needs of gifted and high-end learners is available.

Resource Specialists are responsible for attending...

- Monthly LinC meetings
 - Each resource specialists will host a monthly meeting at their school. The contributions of each resource specialist (i.e. differentiation, curriculum compacting, field trips, etc.) and ideas concerning the program or LinC students will be discussed.
- Gifted Regional Training
 - This training is held at the start of the school year and is led by the gifted coordinator from the state department. The training is mandatory for all resource specialists.
- Gifted Network Meetings/AAGC conference (optional)
 - There are two gifted network meetings located in Troy in the Fall and Spring of each year. The AAGC conference is held in Birmingham in October of each year. Registration, travel, and food is covered by gifted funds.

Resource Specialist Orientation Responsibilities

Parents

The resource specialist should conduct at least one parent orientation session at the beginning of each school year. This might be done at the first Parent Teacher Organization (PTO) meeting, at scheduled times in the room, etc. Parents should be informed of the components of LinC, selection criteria, etc.

Students

The resource specialist should conduct orientation sessions for all LinC students in the school to inform them of what the program is, opportunities available within the program, selection process, etc.

Faculty

The resource specialist is responsible for conducting orientation sessions for new 3-5 grade level teachers at their school. As part of the second-grade screening process the elementary resource specialists will conduct annual orientations for second grade teachers prior to beginning the screening process.

The resource specialist should take a leadership role in providing information to faculty and staff about changes in LinC, strategies for better serving the needs of high-end and gifted learners within the school, etc. throughout the year. This role can be accomplished via professional development or orientation sessions, regular email or newsletter contact, etc.

The Duties of the Enrichment Referral Screening Team (ERST)

The Enrichment Referral Screening Team (ERST) receives and evaluates all referrals for enrichment services. The team should consist of at least three members. Members should be knowledgeable about the students being referred, the referral process and gifted education.

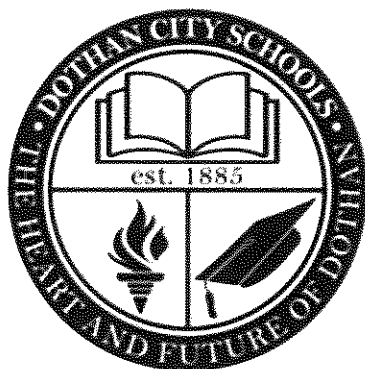
The ERST will consist of at least three individuals from the following list:

- Gifted/resource specialist
- Counselor
- Administrator
- General education teacher
- Psychometrist
- Special Area teachers (band, choral, etc)

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 a student has been referred, obtain parental consent, and inform them of their rights.
- Evaluate data, understanding that, as "rule of thumb," a normal range of intelligence equates to 90-110 SAI.
- Exhibit sensitivity to cultural, economic, and/or linguistic differences.
- Arrange for any further assessments.
- Deliver the completed assessment information to the Eligibility Determination Team (EDT).
- Document the decision of the committee.
- Notify parents of the team's decision.

APPENDIX



ACTIVITIES, FORMS AND LETTERS

REFERRAL FORM FOR GIFTED/ ENRICHMENT SERVICES

School: _____ Teacher: _____ Grade: _____

Complete the boxes below for each student referred (includes 2nd grade referrals and standard referrals).

Date consent was sent home: _____ Date consent received: _____

Student's Legal Name: _____ Source of Referral _____

Date of Birth: _____ Race: _____ Gender: _____

Aptitude Test Selection

The purpose of this list is to assist the team in determining the appropriate assessments for this student. Students from different cultural or language backgrounds, the economically disadvantaged, and students with sensory impairments or other disabilities are often underrepresented in programs for the gifted. Research suggests that this may be due to problems associated with standardized testing. To ensure that the abilities of students from underrepresented groups are accurately assessed, they should be evaluated with instruments that cover a broad range of aptitudes such as verbal, nonverbal, and creativity.

Check all factors that apply to this student.

- _____ Limited developmental experiences or family unable to afford enrichment materials and/or experiences.
- _____ Transiency in elementary school (at least 3 moves) or irregular attendance (23% of the time during a grading period).
- _____ Geographic isolation.
- _____ Residence in a depressed economic area and/or low family income at a subsistence level.
- _____ Home responsibilities/necessary pupil employment interfering with learning activities.
- _____ Limited opportunity to acquire depth in English (English not spoken in home, transiency due to migrant employment of family, dialectical differences acting as a barrier to learning).
- _____ Disabling condition which adversely affects testing performance (e.g., clinically significant focusing difficulties, physical or sensory disability, any disability that interferes with educational performance).
- _____ Member of a group that is underrepresented in the gifted program (Note: in Alabama, African American and Hispanic students are underrepresented in the gifted program).

_____ Other: _____

Check One:

- _____ None of the above factors apply _____ One or more of the factors above were checked therefore this student should have both verbal and nonverbal abilities assessed before determining him/her ineligible. (NOTE: Creativity should be assessed if there is compelling evidence that this is the student's strength area.)

Gather information for the matrix such as: Aptitude test scores (group or individual), achievement tests scores (Stanford, STAR tests, etc.), behavior rating scale, products/portfolios or work samples showing outstanding or above grade-level work.

SYSTEMS THAT DO NOT SCREEN STUDENTS BEFORE DOING FURTHER TESTING SHOULD SIGN BELOW AND THEN PROCEED TO THE ELIGIBILITY MATRIX.

SYSTEMS THAT SCREEN STUDENTS SHOULD PROCEED TO THE MATRIX AND PLOT THE DATA THEN CONTINUE BELOW

Plot the data on the matrix. Then record the team decision below:

- _____ The matrix score was less than 13 points therefore the student does not pass the screening.
(Send the *Notification of Gifted Referral Screening Team Decision*)
- _____ The matrix score was 13 points or greater, therefore the eligibility matrix should be applied.

Signatures of team members:

Date above decision was made: _____

(Three signatures required)

NAME

POSITION

**NOTIFICATION AND CONSENT FOR GIFTED/ENRICHMENT
SCREENING and PARTICIPATION**

Student's Legal Name/First _____ Middle _____ Last _____

Student's Current Address _____ City _____ Zip _____

Date of Birth ____/____/____ Race _____ Home Phone # _____

Mother's Name _____ Work Phone # _____

Father's Name _____ Work Phone # _____

Language Spoken at Home _____ Does your child wear glasses? YES ____ NO ____

Has your child ever been referred or tested for gifted services? NO ____ YES ____

If yes, when and where? _____

Has your child ever been referred or tested for special education services? NO ____ YES ____

What type? _____

Please check the items that characterize your child.

- | | |
|---|--|
| ____ 1. Walked or talked earlier than most age mates | ____ 9. Has a wide range of interests |
| ____ 2. Has a well-developed sense of humor | ____ 10. Seeks logical, common sense answers |
| ____ 3. Displays a great deal of curiosity, asks many questions | ____ 11. Showed an early interest in reading or cause/effect |
| ____ 4. Enjoys the friendship of older children or adults | ____ 12. Showed an interest in how things work, mechanical |
| ____ 5. Shows a great deal of interest in moral/ethical choices | ____ 13. Is an alert observer, sees more in a story or film |
| ____ 6. Has a need to understand | ____ 14. Likes to organize and bring structure to things, people |
| ____ 7. Demands a high standard of personal achievement | ____ 15. Generates many ideas, solutions |
| ____ 8. Has an unusually large vocabulary | ____ 16. Has an unusual memory for past experiences |

On the back of this page please list any activities your child is involved in such as music/art/dance lessons, hobbies, etc. or any other information you think should be considered.

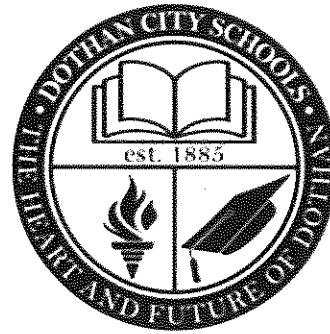
My signature indicates that:

____ ***I give permission for my child to be screened for the enrichment program and participate if accepted.*** I understand that if my child does not pass screening, I will be informed in writing. If my child does pass screening but cannot be determined eligible with existing information, I give permission for further assessments.

____ ***I do not give permission for my child to be screened for the LinC Enrichment Program.***

Parent/Guardian
Signature _____

Date _____



Dear Parent,

Your child has been referred to the Learning in Consultation (LinC) program. LinC includes enrichment services that Dothan City Schools provides for high-end learners. It is a three-hour (per week) pull-out program that focuses on higher order thinking skills. The referral is for your child to be screened for LinC. The results of the screening will determine whether your child is eligible for enrichment services. Please find a "Notification and Consent for Enrichment," form attached to fill out and return to the school. This form gives permission to further screen your child and your consent for them to participate if they are eligible. You will be notified about the results. Please sign and return the attached form to his/her teacher.

Thank you,

LinC Teacher

DIRECTIONS FOR USING THE MATRIX

You will use one APTITUDE TEST (NNAT3 or Torrance) write in the NAI score they received on the NNAT3 or the Torrance and the corresponding points they earned on the matrix (i.e., 1-5). For the Characteristics, write in the TABS total and the corresponding points on the matrix (i.e. 1-5). You will use three (performance indicators) along with the aptitude test and the characteristics. The three products are your indicators and include transformations/draw starts, writing samples, and figural analogy.

Before placing TABS on the Matrix be certain it reflects the data collected from the NNAT and Transformation/Draw Starts. For example, be sure that if the NNAT3 scores is high that the TABS has high scores in the areas of reasoning and problem solving. If you have to adjust the TABS sub-scale score put your initial and then document by writing NNAT3 score or transformation/draw start score.

Choose the 3 highest performance indicators from different domains. Example: 1 transformation/draw start, 1 writing sample, figural analogy. Compare transformation/draw start to TABS also. High draw start scores should mean that the student has a high score on the subscale score for creativity on the TABS.

Remember your indicators do not weigh as much as your characteristics and aptitude scores.

To score everything add up your **indicator points** and **convert** those using the **Performance Point Conversion Chart on the side.** *It is important that you do this first so that you can add in the next column AFTER you have your points rounded from the conversion chart. Now you can add your Characteristics (TABS) matrix score (1-5) and your Aptitude (NNAT3)score back to your indicator points.*

Upon approval by ALSDE the 2023-2024 Matrix will be included for Gifted Specialists in their Google Team Drive. The proposed matrix is below:

ENRICHMENT ELIGIBILITY DETERMINATION FORM

Name: _____ State Student ID Number: _____ DOB: _____ GRADE: _____ Race: _____

Matrix Eligibility				Points Chart							
TEST/SUBSCALE/ITEM	SCORE	POINTS EARNED	POINTS CHART	5	4	3	2	1	0		
APTITUDE			<input type="checkbox"/> NNAT 3 <input type="checkbox"/> Slosson <input type="checkbox"/> Torrance Test <input type="checkbox"/> Other _____	128 and above	122-127	117-121	114-116	111-113	110 or below		
				126 and above	120-125	116-119	113-115	110-112	109 or below		
CHARACTERISTICS	TABS Total Score			96 and above%	91-95 %	86-90 %	81-85 %	76-80 %	<75 %		
PERFORMANCE *Point Conversion Chart: <u>Points Earned =</u> <u>Rounded Points</u> 15 = 10 14 = 09 13 = 08 12 = 07 11 = 06 10 = 05 09 = 04 08 = 03 07 = 02	INDICATORS	POINTS	ROUNDED POINTS*	CHARACTERISTICS							
				Hawthorne (GES)	15+	14	13	12	11	<11	
				GATES	121+	120-111	110-90	89-80	79-70	<70	
				Bezauli							
			TOTAL POINTS EARNED	TABS	50-45	44-35	34-25	24-15	15-10	<10	
		POINTS EARNED*		ACHIEVEMENT	Total Reading, Math, Science, Language, Social Studies, or Total Battery.	99-97	96-94	93-91	90-88	87-85	<85
					Test used: _____		National	%ile	Scores		
Referral Source: _____ Referral Date: _____				Date of Eligibility Meeting: _____							
ELIGIBILITY DECISION _____ YES _____ NO (Student is eligible with a total of 13 points)				Signatures of Team Members _____ Position _____ (Three signatures required)							
Collected Performance Indicators: Writing Sample 1: _____ Other: _____ Writing Sample 2: _____ Other: _____ Transformation 1: _____ Other: _____ Transformation 2: _____ Other: _____				Transformation 3: _____ Other: _____ ***Rubrics should be attached to work samples and performance indicators where applicable. See child find handouts for these rubrics.							

Figural Analogies Answer Key

Book One pgs. 148-151 (used with 2GCF or students who enter in 3rd from out of state)	4 th & 5 th Grade Book Two pgs. 134- 138	6 th Grade Book 3 pgs. 236- 237
E-8 C	E-1 C	D-10 G
E-9 C	E-2 D	D-11 E
E-10 B	E-3 C	D-12 C
E-11 A	E-4 D	D-13 I
E-12 C	E-5 C	D-14 H
E-13 B	E-6 D	D-15 A
E-14 C	E-7 D	D-16 A
E-15 B	E-8 B	D-17 B
E-16 A	E-9 B	D-18 A
E-17 D	E-10 C	D-19 B
E-18 C	E-11 A	D-20 E
	E-12 B	
	E-13 C	
	E-14 D	

Figural Analogies

- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm

Figural Analogies

- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm

Figural Analogies

- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm

Figural Analogies

- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm

Figural Analogies

- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm

Figural Analogies

- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm

Figural Analogies

- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm

Figural Analogies

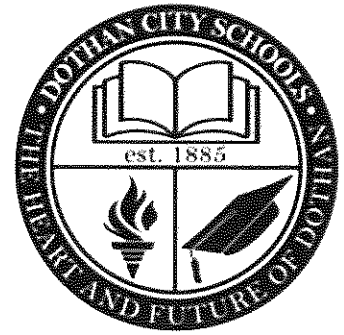
- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm

Figural Analogies

- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm

Figural Analogies

- 1 – greatly below the norm
- 2 – slightly below the norm
- 3 – normal response
- 4 – slightly better than the norm
- 5 – greatly above the norm



Dear Parent,

The Referral Team carefully spent many hours collecting and carefully reviewing the information about your child. Data was collected from a variety of sources in the areas of grades, characteristics and performance indicators, etc. According to the State Matrix Eligibility Form, your child **does not** meet the requirements at this time. We may monitor your child throughout the year to determine possible eligibility at a later date.

The fact that your child was referred for screening indicated that he/she is recognized as having potential.

If you have any questions or want to discuss the results of the screening, please contact.

Thank you,

Resource Specialist