



Kodiak Island Borough School District Plan of Service for Gifted Students

JULY 1, 2022 THROUGH JUNE 30, 2025

Assurance

By my signature below, I assure that the

KODIAK ISLAND BOROUGH 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

4-1-22
Date of Signature

Percent of Pre-K through 12 Students Identified as Gifted in October 16, 2020

2.8%

(Total Number of Gifted (64) divided by Total ADM (2302))

Department of Education & Early Development Received Date _____

Signature _____

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Purpose of Gifted and Talented

February 28, 2022

A KIBSD teacher once said, “we have plenty of odd-shaped diamonds-in-the-rough out there just waiting for a sunbeam to find them.” This comment was made after a recent GT Advisory Group meeting. It struck me as speaking to both the potential all around us and to the exciting moment of inspired learning that students experience.

Our diamonds are our kids’ invisible potential that sometimes resides deep down within themselves. In our schools, we work hard to help students find their inner capacity for growth and improvement. We do our best to help them find their own diamonds through everything that we do in school. This happens at all levels and through every possible interaction. The daily calendar in kindergarten, the middle school algebra book, the many reading interventions, drama club, high school wrestling, and one thousand other efforts made throughout a child’s educational experience contribute to this effort to unearth each students’ own odd-shaped diamonds and allow a sunbeam in. That first sunbeam that lights up a diamond is the moment of inspiration when the internal potential is realized.

We in KIBSD believe that children are the most valuable part of our community, and just like diamonds, their expressions come in all shapes, sizes, and colors. The Gifted and Talented Program is just one program of many that services the educational needs of our children and helps to provide an opportunity for each child to learn every day.

The following plan serves as a platform to methodize our processes and formalize our efforts. My hope is that it will serve as a working document that is regularly updated, and as a promise to all of our students to serve them as best as we can.

Sincerely,



Damon Hargraves, Director of Gifted and Talented

What is Gifted and Talented in KIBSD?

Students with gifts and talents perform, or have the capability to perform, at higher levels compared to others of the same age, experience, and environment in one or more ways. They require modifications to their educational experiences to learn and realize their potential.

Students with gifts and talents come from all racial, ethnic, and cultural populations, as well as all economic strata and grade levels. They may require learning opportunities, curriculum, and methods that go beyond regular instruction. They have different learning and processing needs that require specialized intervention or accommodation, and may need additional support to develop socially, emotionally, and in their areas of talent.

Alaska State Administrative Code 4 AAC 52.800

- (a) Each district shall administer a program offering education services in order to provide an appropriate educational program for gifted children enrolled in the district's schools, including charter schools and the district's correspondence study program.
- (b) A district that offers a statewide correspondence study program that enrolls children who reside outside of the district shall administer a program offering education services in order to provide an appropriate educational program for gifted children.
- (c) A district education program for gifted children must, at a minimum, provide for
 - (1) student identification;
 - (2) student eligibility criteria;
 - (3) a process for development of student learning plans, that provides for teacher, parental and student participation; and
 - (4) 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.
- (d) Each district shall submit to the department a copy of the district's gifted education program, and of any amendments adopted to the program.

KIBSD Board of Education Policy BP 6173

The School Board believes that all students deserve an education that challenges them and meets their needs. The Board shall provide for the identification and education of gifted and talented students so that opportunities for learning are commensurate with their particular abilities and talents.

Programs for gifted and talented students may include a variety of evidence-based services, materials, and methods.

The Superintendent or designee may designate a Gifted and Talented Coordinator for the district to address gifted and talented educational programming and consult on and address challenges to student learning plans.

Student Identification and Eligibility

The Superintendent or designee shall establish procedures to identify students for the district's gifted and talented education program, including those students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity or in specific academic subject areas, and who need services or activities not ordinarily provided by the school in order to fully develop these capabilities.

Eligibility determinations shall be made objectively and based on student data in accordance with national standards. In addition to the district's identification process, any parent may request in writing that his or her student be considered for the district's gifted and talented education program.

The Superintendent or designee shall ensure the full participation of eligible students regardless of their ethnic, cultural, linguistic, or economic background.

Student Learning Plans and Review Process

The Superintendent or designee shall designate teachers to develop student learning plans with participation and input from the gifted student and his or her parent(s).

The parent(s) of a student may challenge the district's eligibility determination and/or the student learning plan by first contacting the responsible teacher. If the challenge is not resolved by the teacher, the parent may then contact either the district Gifted and Talented Coordinator or the school principal. If a parent wishes to challenge the district's gifted and talented education program, the parent must file a challenge with the Superintendent or designee.

Charter School and Correspondence Study Programs

Appropriate educational programming shall be provided by the district for gifted children enrolled in schools within the district. This includes students enrolled in charter schools and correspondence study programs, as those services are described in the charter or correspondence program description. Statewide correspondence programs that enroll students who reside outside of the district shall provide appropriate educational programs for all gifted students enrolled in the correspondence program.

The Board shall regularly evaluate the effectiveness of the district's program in meeting the needs of gifted and talented students.

Program Plan Workflow

Step 1. Child Find Options

Academic Achievement Assessment: Math <ul style="list-style-type: none">• 90th national or school percentile or higher	Academic Achievement Assessment: Reading <ul style="list-style-type: none">• 90th national or school percentile or higher	SIGS Referral from teacher, parent, student, or administrator. <i>GT-Form-1.1</i>	TENTATIVE School Based Universal Screener 2 nd , 5 th , and 8 th grade (to be delivered at the end of the year at the discretion of the principal)
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Step 2. Initial Communication

<p>Cross check students for needed accommodations and communicate with principals first, and then teachers, counselors, and SPED department</p> <ul style="list-style-type: none">• 504• SPED• ELL• Homeless <p><i>GT-Letter-2.1</i></p>	<p>Parent consent form for evaluation (CogAT) Consent form used for SIGS is valid to use for CogAT</p> <p><i>GT-Form-2.1</i></p>
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Step 3. Cognitive Test

<p>Communicate location, date, and time of cognitive assessment(s)</p> <ul style="list-style-type: none"> • Families • Administration • Schools <p><i>GT-Letter-3.1</i></p>	<p>Elementary CogAT Testing</p> <ul style="list-style-type: none"> • Session 1 – Getting Started/Battery 1 • Session 2 – Battery 2 • Session 3 – Battery 3 	<p>Middle & High CogAT Testing</p> <ul style="list-style-type: none"> • Session – Getting Started and Battery 1, 2, 3
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Step 4. Analyze Data

<p>Analyze CogAT data CogAT scores at or above the 95th percentile in any battery or composite are eligible for GT</p>	<p>Analyze CogAT data CogAT scores within 90 – 94th percentile may be further considered by GT teachers and administration. The principal makes the final recommendation.</p> <ul style="list-style-type: none">• Classroom observations• Parent/teacher input• Student performance• Accommodations <p>May utilize SIGS process.</p>
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Step 5. Results Communication and Program Entry

Communicate CogAT results with parents and program eligibility <i>GT-Letter-5.1</i>	Communicate CogAT results with parents and program non-eligibility <i>GT-Letter-5.2</i>
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Step 6. SLP Development

<p>Parent/Teacher Input Administer survey to parent(s) and teacher(s) to gather information for Student Learning Plan (SLP)</p> <p><i>GT-Form-6.1a-c</i></p>	<p>Schedule SLP Notify parent(s) of SLP meeting</p> <p>Invite</p> <ul style="list-style-type: none"> • Parent(s) • Student • Teacher(s) • GT Teacher • Administrator <p><i>GT-Letter-6.1</i></p>	<p>Complete SLP & Meeting</p> <p>Before meeting: GT teacher will initiate SLP in SIS with information including student strengths, present levels of achievement, parent comments, and teacher comments</p> <p>During the meeting: GT teacher will go over SLP, and establish goals, objectives, evaluation procedure, person(s) responsible</p>	<p>File SLP</p> <ul style="list-style-type: none"> • GT teacher completes SLP in SIS • Official records are kept in SIS
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Step 7. SLP Initial Implementation

GT teacher will share SLP with teachers and schools	GT teacher meets with the student <ul style="list-style-type: none">• Go over expectations• Explain GT program and schedule	Student begins receiving services outlined in SLP
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Step 8. SLP Review

<p>GT teacher will update SLP</p> <ul style="list-style-type: none"> • Every 1-3 years • Upon request • When transitioning between buildings 	<p>GT teacher will schedule SLP Review Meeting</p> <p>Invite</p> <ul style="list-style-type: none"> • Parent(s) • Student • Teacher(s) • GT Teacher • Administrator <p><i>GT-Letter-8.1</i></p>	<p>SLP Review Meeting</p> <p>Follow SLP procedures from SLP Development (Step 6)</p>	<p>File SLP</p> <p>Follow SLP procedures from SLP Development (Step 6)</p>
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Common Acronyms, Abbreviations, and 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 may refer to both programs and students.

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 continued academic progress.

SPED

A child must experience a disability to be eligible for Special Education (SPED) Services. The child's educational performance must be adversely affected and the child must need specially designed instruction and/or related services.

Range of Services

The range of services are possible services that can be referenced in a GT student SLP. The SLP team may determine that one or more of the services will be accessed. The range of services offered to students are delivered through a variety of methods including individualized service, integrated, and pull-out.

Individualized service requires special coordination with teachers, school counselors, and administration to coordinate access to the service in a way that works for the student. Integrated delivery of services means that the service can be integrated into the regular classroom setting by the classroom teacher. Pull-out delivery of services means that students are “pulled-out” of their regular classroom to meet with a GT teacher to work on projects designated in the SLP.

Service	Delivery Method	Elem. School	Middle School	High School
Differentiation	Integrated	✓	✓	✓
Cluster Grouping	Pull-Out	✓	✓	✓
Acceleration of Content Area	Individualized Service	✓	✓	✓
Project-Based Learning	Pull-Out	✓	✓	✓
Online Supplemental Resources	Integrated	✓	✓	✓
Online Classes	Individualized Service			✓
Advanced Placement (AP) Courses	Integrated			✓

Definitions 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 in 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.

Definitions 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 the following.

- | | |
|---|---|
| <input type="checkbox"/> Mentorships | <input type="checkbox"/> Special events and opportunities |
| <input type="checkbox"/> Interest groups and clubs | <input type="checkbox"/> Study groups |
| <input type="checkbox"/> Independent study | <input type="checkbox"/> Academic contests/competitions |
| <input type="checkbox"/> Leadership activities | <input type="checkbox"/> E-learning |
| <input type="checkbox"/> Individual guidance and counseling | <input type="checkbox"/> Seminars |
| <input type="checkbox"/> Individualized academic challenges | <input type="checkbox"/> Dual enrollment |
| | <input type="checkbox"/> Correspondence courses |

Integrated

Integrated curricula for gifted learners have three equally important dimensions. They are advanced content-based mastery, balanced process/product/research, and the exploration of issues, themes, and ideas across curriculum areas.

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

An educational approach in which gifted students are removed (or "pulled-out") from a heterogeneous (mixed-ability) classroom to spend a portion of their time with academic peers. The students meet with a teacher to engage in enrichment or extension activities. 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.

Gifted and Talented Yearly Schedule

First Quarter

1. Review academic assessment data and identify newly eligible students.
2. Review workflow and district plan.
3. Additional data review after first academic assessment test is given for the year.
4. Facilitate the CogAT for eligible students.
5. GT community outreach.

Second Quarter

1. PD and NAGC Conference.
2. Data review and identification of eligible students.

Third Quarter

1. District PD – train teachers on SIGS and on how to identify students.
2. Recruit for parent committee.
3. Review academic assessment data and identify newly eligible students.
4. Facilitate the CogAT for eligible students.

Fourth Quarter

1. Recognition and celebrations.
2. Student project completions.

Summer

1. Individualized at home kits & projects.
2. Summer school.