

GIFTED EDUCATIONAL PLAN

GUYMON PUBLIC SCHOOLS

GUYMON, OKLAHOMA

Introduction

An important goal of the Guymon Public School is to identify and provide appropriate education experiences for those students who give evidence of high performance capability in areas such as, intellectual, creative, artistic, or leadership capacity, or in specific academic areas, and who require learning opportunities or experiences not ordinarily provided by the school in order to fully develop such capabilities.

Initiatives to provide those appropriate educational experiences will include:

- Assessing the instructional level of identified students and considering the unique learning characteristics of each child,
- Expanding curriculum opportunities to allow gifted students to move through the core curriculum at the appropriate flexible pace,
- Providing differentiated curriculum to meet unique needs,
- Appropriately matching the programs and support services to the individual and,
- Structuring learning environments that address the unique needs of gifted students and accommodate a variety of learning rates and styles.

I. Identification of students for gifted educational programming

A. Committees on gifted educational programming

1. The committees at the elementary, junior high and high school levels may include the coordinator for gifted programming, the principal or designee, teachers, counselor, library/media specialists and others as appropriate.
2. The committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with this Gifted Educational Plan, State Board of Education regulations and state statutes.

- B. Process for identifying students
1. Procedures are used in the identification process will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.
 2. Nominations may be sought from a wide variety of sources.
 - a. Professional educators
 - b. Parents
 - c. Community members
 - d. peers
 - e. self
 - f. Others as appropriate
 3. Data will be collected on nominated students using one or more of the following identification methods.
 - a. Testing Methods
 - (1) Standardized ability tests
 - (2) Standardized achievement tests
 - (3) Creativity tests
 - (4) Student achievement within the curriculum
 - (5) Other as appropriate
 - b. Nontesting Methods
 - (1) Checklists (e.g., Renzulli-Hartman, Scales for Rating the Behavioral Characteristics of Superior Students)
 - (2) Students work portfolios
 - (3) Student achievement outside the school's curriculum
 - (4) Other as appropriate
 4. Committees analyze data and makes placement decisions.
 - a. A score in the top 3% on a nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into appropriate gifted programming options with parental approval.
 - b. Student placement decisions in the capability areas will be based on multiple criteria . No single criterion or cut off score will be used to exclude a student from needed educational programming.
 - c. Uniform identification procedures will be used to identify students for specific gifted educational programming options.

- d. To allow for the unbiased assessment of all cultural and economic backgrounds, a committee decision for placement may be made based on referral, student product or performance, appropriate checklist and other relevant information. The committee on gifted education may authorize the use of alternative assessment procedures when appropriate for a student.
 - e. Placement will be made in programming options appropriate to the student's educational needs, interests and/or abilities with parental approval.
 - f. Instructionally useful information about individual students obtained during the identification process may be communicated to the appropriate members of the instructional staff regardless of final placement.
5. Identification of gifted students is an ongoing process extending from first grade through grade twelve.
- a. Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience
 - b. Identification of students based on a nationally standardized test of intellectual ability is valid for a minimum of three years and may be valid for the student's educational experience.
 - c. Students who were identified as gifted and talented in another school district will be considered for identification and placement by the committee in a timely manner.
 - d. Evaluation of the appropriateness of Students' placement in gifted educational programming will be ongoing.
 - e. Students may be removed from a programming option which is not meeting their educational needs following a conference with parents.
 - f. Students whose needs are not met by current placement will be considered for other programming options which may be more appropriate to their needs.
 - g. Strict confidentiality procedures, as elsewhere defined in local board policy, will be followed in regard to records of placement decisions and data on all nominated students.

- h. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or for as long as needed for educational decisions.
6. The identification and placement process includes parental involvement.
- a. Parents will be asked to grant written permission for individual testing.
 - b. An additional evaluation will be available upon parent request.
 - c. Parents will be given written notice that their child has been identified for placement in gifted educational programming.
 - d. Parents will be provided with a summary of the gifted educational programming to be offered to their child.
 - e. Parents may appeal a placement decision with which they disagree. Appeal will be made to the level committee. Further appeals may be made to the superintendent of designee.

II. Differentiated Education

A. Differentiated education includes multiple programming options and curriculum which are modified in pace, breadth and depth.

1. Programming Options

- a. Programming options will be coordinated by the level committees to guide the development of gifted students from the time they are identified through graduation from high school.
- b. Students will be placed in programming options based on their abilities, needs and interest
- c. Gifted child educational programming is ongoing and a part of the school schedule. Students will be provided an appropriate differentiated education within three weeks of the beginning of the school term.

2. Curriculum

- a. Curriculum for the gifted extends or replaces the regular curriculum.
- b. Curriculum is differentiated in content, process and/or product.

- I. Content is differentiated in breadth, depth and/or pace.
 - ii. Process for gifted students stress creativity and higher level thinking skills.
 - c. The curriculum is planned to assure continuity.
- B. Appropriate learning opportunities will be provided for identified gifted students at elementary, junior high, and high school through a level committee developed program which is an integral part of the total school program.
1. Every school level will complete a plan for the gifted for the following year by April each year.
 2. Each level will plan curriculum opportunities to allow students to move through the curriculum at the appropriate flexible pace, provide a differentiated curriculum to meet unique needs, and facilitate academic/social support.
 3. When appropriate, differentiation will occur in content, process, product and learning environment.
 4. Staff development opportunities may be an integral component of the program.
- C. Level plans will include selections from appropriate flexible pacing, enrichment, academic/social support and staff development. The following are some of the components that might be incorporated into the site-based plan:
1. Elementary Gifted Plan
 - a. Appropriate flexible Pacing.
- Individualization of Instruction-Instruction of an individual student focused on the specific educational needs of that student.
 - Proficiency-based Promo-Elementary or secondary students advancing one or more level in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
 - Early Admission (Kindergarten) - Underage children admitted to a kindergarten program in the school district in which he or she resides based on certain criteria [700.S. 1-141.
 - Differentiated or Enriched Classes- Include differentiated curriculums and accelerated content designed for able students. These classes need not be limited to identified gifted students.

- Independent Study-Individually contracted in-depth of a topic; also, a course or unit of study taken through an individual arrangement.
- Continuous Progress-The content and pacing of curriculum and instruction are matched to student's abilities and needs. Students move ahead on the basis of mastery.
- Cluster Groups-Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- Instructional Groups- Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- Cross Grade Groups- Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
- Curriculum Compacting- A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained maybe used to provide students with appropriate enrichment and/or acceleration experiences.
- Acceleration-Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
- Dual Enrollment-Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle level.

b. Enrichment

- Enrichment of Content in the Regular Classroom-Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with needs interests and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material.

Learning centers
 Guest speakers
 Independent study
 Junior Great Books

- Mentorships-A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as guide, advisor, counselor and role model.

- Seminars-Special short term sessions where students focus on one area of study.
- Resource Room- A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.
- Creative and Academic Competitions-Organized opportunities for students to enter local, regional, state or national contests in a variety of areas. Examples include:

Science Fair
 Geography Bee
 Invention Convention
 Math Olympiad
 Odyssey of the Mind

Interest groups- Any group organized from one or more classrooms on the basis of interest in a topic: usually short term in duration.

c. Academic /Social Support

Guidance and Counseling- planned activities, sessions and policies that assist gifted and talented students in planning their academic career in school and after high school, and that also addresses the specific social-emotional needs of the gifted including underachievement.

d. Staff Development

Examples include:

- Implementation of Guymon School District Gifted Program
- Components of Appropriate Flexible Pacing
- Integrated Curriculum /Thematic Units
- Learning Styles
- Higher Level Thinking Skills
- Problem Finding and Problem Solving

2. Middle Level Gifted Plan

a. Appropriate Flexible-Pacing

- Individualization of Instruction- Instruction of an individual student focused on the specific educational needs of that student.

- Proficiency-Based Promotion-Elementary or secondary students advancing on or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- Differentiated or Enriched Classes-Include differentiated curriculums and accelerated content designed for able students. These classes need not be limited to identified gifted students.
- Independent Study-Individually contracted in depth study of a topic; also a course or unit of study taken through an individual arrangement.
- Continuous Progress-The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
- Cluster Groups- Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- Instructional Groups-Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- Cross Grade Groups-Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
- Curriculum Compacting- A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained maybe used to provide students with appropriate enrichment and/or acceleration experiences.
- Acceleration-Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
- Dual Enrollment-Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle level.

b. Enrichment

- Enrichment of Content in the Regular Classroom- Experiences provide in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material.
Examples Include:

Learning Centers
Guest Speakers

Independent Study
Junior Great Books

- Mentorships-A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model.
- Seminars-Special short-term sessions where students focus on one area of study.
- Creative and Academic Competitions-Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.
Examples included:
 - Science Fair
 - Geography Bee
 - Invention Convention
 - Math Olympiad
 - Odyssey the Mind
 - Engineering Fair
 - Mathcounts
 - National History Day
 - Academic Bowl
- Interest Groups-Any group organized in one or more classrooms on the basis of interest in a topic; usually short term in duration.
- c. Academic/Social Support
- Duke Talent Search-Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.
- Guidance and Counseling-Planned activities, sessions and policies that assist gifted and talented students in planning their academic career in-school and after high school and that also addresses the specific Social emotional needs of the gifted including underachievement.
- d. Staff Development
 - Examples Include:
 - Implementation of Guymon School District Gifted Program

- Components of Appropriate Flexible Pacing
- Integrated Curriculum /Thematic Units
- Learning Styles
- Higher Level Thinking Skills
- Problem Finding and Problem Solving

3. High School Gifted Plan

a. Appropriate Flexible Pacing

- Individualization of Instruction- Instruction of an individual student focused on the specific educational needs of that student.
- Proficiency based Promotion-Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- Honors, Differentiated or Enriched Classes- Include differentiated curriculum and accelerated content for able students. These cases need not be limited to identify gifted students.
- Independent Study-Individually contracted in-depth study of a topic; also course or unit of study taken through an individual arrangement.
- Continuous Progress- The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
- Cluster Groups- Any classroom with a group of identified able learners purposefully organize to provide planned differentiated instruction most of the time.
- Instructional Groups- Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- Cross Grade Group- Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
- Curriculum Compacting- A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained maybe used to provide students with appropriate enrichment and/or acceleration experience.

- Acceleration- Administrative practices designed to allow students to progress through the curriculum and /or grade levels at a rate faster than the average.
- Dual Enrollment- Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle level.
- Correspondence Courses- High school courses taken by correspondence through an approved university.
- Concurrent Enrollment- Qualified students taking college courses concurrently while in high school.
- Advanced Placement Courses- College level courses provide at the secondary level for which students may receive college credit by examination (administered by the advanced Placement program of the College Board).

b. Enrichment

- Enrichment of Content in the Regular Classroom- Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mini appropriate enrichment experiences is not a repetition of material.
- Examples Include:
Learning Centers
Guest Speakers
Independent Study
Great Books
- Mentorships- A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor or role model.
- Seminars- Special short term sessions where students focus on one area of study.
Examples Include:
Current Economic Trends
Political Trends
PSAT/SAT Workshops
PACT/ACT Workshops
Other Topics of Interest
- Creative and Academic Competitions- Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.
Examples Include:
Science Fair

Geography Bee
Invention Convention
Math Olympiad
Odyssey of the Mind
Engineering Fair
Mock United Nations
National History Day
Academic Bowl

- Interest Groups-Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.

c. Academic/Social Support

- Guidance and Counseling- Planned activities, sessions and policies that assist gifted and talented students in planning their academic career in school and after high school, and that also addresses the specific social emotional needs of the gifted including underachievement.

d. Staff Development

Examples Include:

- Implementation of Guymon School
- Components of Appropriate Flexible Pacing
- Integrated Curriculum/Thematic Units
- Learning Styles
- Higher Level Thinking Skills
- Problem Finding and Problem Solving

III. Evaluation

- A. A systematic plan for on going evaluation is part of program planning and implementation. An ongoing evaluation process will be established by the Local Advisory Committee on Gifted Education. Each level plan will provide an evaluation process. Previous evaluations will be the basis for level planning.
- B. Students, teachers, parents, and administrators will annually evaluate gifted educational programming at each school level. Evaluations results will be communicate in a timely and meaningful way to program decision makers at the school level, the district level, and, as appropriate, to students, parents and the public.
- C. The evaluation process assesses each component of gifted educational programming. These include:
1. Identification,

2. Instructional program
3. Professional development
4. Teacher Selection
5. Community involvement
6. Program management and,
7. The evaluation process

- D. The evaluation process will focus upon the appropriateness of educational programming provided for gifted students.
 - E. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.
 - F. Data for evaluation will be obtained from a variety of instruments, procedures and information sources.
 - G. Student progress will be assessed, with attention to mastery of content, higher level thinking skills and creativity.
 - H. Advanced content courses will be noted on student transcripts.
- IV. Local Advisory Committee
- A. The Local Advisory Committee members will be appointed by the board of education upon the recommendation of the superintendent. The committee will consists of at least three (3) but no more than eleven (11) members, at least on third (1/3) of whom will be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children [700.5.1210.308(A)]
 - B. The Local Advisory Committee will be demographically representative of the community.
 - C. The Local Advisory Committee will be appointed no later than September 15 of each school year for two year terms and will consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district. [700.5.1210.308(A)]
 - D. The first meeting will be called by the superintendent no later than Oct 1 of each year. at this meeting, the committee will elect a chair and vice chair.

- E. The advisory committee will meet at the other times during the year as necessary in meeting space furnished by the district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.
- F. The school district will furnish staff that has training in gifted education for the advisory committee.
- G. The Local Advisory Committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child educational programming, assist in preparation of the district report on gifted child educational programming, and perform other advisory duties as requested by the board of education. [700.S.1210.308(C)].

V. Qualifications and responsibilities of gifted child educational program staff.

A. Qualifications of Staff

1. Teachers hold a valid Oklahoma teaching certificate appropriate to the grade levels(s) including in the program.
2. Gifted educational program coordinators hold a valid Oklahoma teaching certificate.
3. Teachers whose duties include direct involvement with gifted and talented students will participate in in-service training or college training designed to educate and assist them in the areas of gifted education.
4. Gifted educational program coordinators will participate in in-service training or college training designed to educate and assist them in the area of gifted education.
5. Administrators responsibility for gifted educational programming will attend professional development related to the educational needs of gifted students.

B. Responsibilities of gifted educational program staff.

1. The superintendent or designee will be responsible for working with the local advisory committee, overseeing the level coordinators and level plans, and filing such reports and information as is required by the State Department of Education relative to gifted educational programming.
2. The principal or level coordinator for gifted educational programming will be responsible for working with the level committee, coordinating gifted educational programming related to the site gifted plan and completing such reports and information as required by the district coordinator for gifted educational programming.

3. The level committee on gifted educational programming will work with the level coordinator to develop the level gifted plan each year. The gifted education specialist or designee is responsible for coordinating the level programming options.
4. Under the direction of the superintendent or designee for the gifted education programming, an organizational document will be developed at each level which clearly delineates roles, responsibilities and coordination procedures in regard to gifted educational programming options.
5. Delivery is addressed by both the regular classroom teachers and the gifted education specialist. They work closely together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic/ social support when needed.
 - a. The gifted education specialist provides professional support through modeling, consultation, co-teaching, collaborative problem solving, in-service training and assists classroom teachers in finding and securing resource material and/or resource persons.
 - b. The gifted education specialist is responsible for coordinating gifted student identification, monitoring student progress and record maintenance.

VI. Budget

- A. Each level coordinates for gifted educational programming, in conjunction with the level committee and administration will prepare a budget for gifted educational programming as a part of the site gifted plans.
- B. The superintendent or designee will compile the level budgets and will prepare, in conjunction with the local advisory committee, a district budget for gifted educational programming.
- C. The district budget for gifted educational programming will be on forms required by the State Department of Education and submitted as required.

VII. Expenditures Report

- A. An expenditure report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 of each year as required by [70 O.S. 1210.307(D)].
- B. The report will outline the expenditures made by the district during that year for gifted child educational programming. [70 O.S. 1210.307(D)].
- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

