

**GIFTED AND TALENTED EDUCATIONAL PLAN
LUTHER PUBLIC SCHOOLS
Luther, Oklahoma**

PHILOSOPHY

An important goal for Luther Public Schools Gifted Program is to identify those students, in grades PK-12, who are gifted and talented and to 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. We plan to enrich their learning in the following ways: Luther School's gifted and students will be served in regularly scheduled program. They will be taken on field trips, listen to resource speakers, and will attend seminars. The students will also be served in their gifted areas through classroom projects developed by their program coordinator.

DEFINITION OF GIFTED AND TALENTED STUDENTS

“Gifted and talented students” means those students identified as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, “demonstrated abilities of high performance capability” means those identified students who score in the top three percent on any nationally standardized test of intellectual ability. Said definition may also include students who excel in one or more of the following areas:

- creative thinking ability
- leadership ability
- visual / performing arts ability (subject to audition
- specific academic ability (top 3%, AP, honors, and/or accelerated classes)

DEFINITION OF GIFTED AND TALENTED PROGRAMS

“Gifted and talented child educational programs” means those special instructional programs, supportive services, unique educational materials, learning settings, and other educational services which differentiate, supplement, and support the regular program in meeting the needs of the gifted and talented child. (O.S. 70-1210.301.)

REFERRALS

A committee at each school building will include a site coordinator for the gifted and talented program, the principal or designee, counselor, and teachers. The committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire staff consistent with this educational plan. School

professionals, parents, peers, and the students themselves may make referrals for gifted and talented identification. Referrals will be made to the counselor(s) of the appropriate site.

Data will be collected on the referred student and may include, but is not limited to:

1. Testing Methods
 - a. Standardized ability tests
 - b. Standardized achievement tests
 - c. Intelligence tests
 - d. Creativity tests
 - e. Others as appropriate
2. Non-testing Methods
 - a. Teacher observation
 - b. Parent
 - c. Peer

Referral information and a signed “parent permission to test” form will be forwarded to the superintendent. Students entering the school district who have been placed in a gifted and talented program in another district will automatically be screened for placement in the GT program and will be placed if the student meets the criteria established by Luther Public Schools. Further testing will be recommended if needed.

ELIGIBILITY

- 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. These scores are valid for a minimum of three years and may be valid for the student’s educational experience.
- 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.
- Uniform identification procedures will be used to identify students for specific gifted educational programming options.
- To allow for the unbiased assessment of all cultural and economic backgrounds, a placement decision will be based on referral, performance, appropriate checklists, and other relevant information.
- The office of gifted education may authorize the use of alternative assessment procedures when appropriate for a student.
- Placement will be made in programming options appropriate to the student’s educational needs, interests, and / or abilities with parental approval.
- Placement in talented programs is subject to annual auditions.
- Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement.

- Identification for the gifted program is available to all students throughout their school experience.
- An additional evaluation is available upon parent request.
- Parents are provided with a summary of the gifted educational programming to be offered their child.
- Procedures used in the identification process are nondiscriminatory with respect to race, economic background, national origin or handicapping condition.

PLACEMENT

NOTIFICATION OF PARENTS/GUARDIANS AND TEACHERS

Parents or guardians will be notified in writing of test results and/or eligibility for placement in the gifted and talented program. With parent/guardian permission, placement will be made in programming options appropriate to the student's educational qualifications, needs, interests, and/or abilities. When a child qualifies for placement in the gifted program based on the results of a nationally standardized test of intellectual ability, a placement conference may be held with the school staff and parent prior to placement. Parents may request conferences or consultation as desired. The school counselor shall notify teachers in writing of those students who will be and may be assisted through professional development training opportunities in accommodating the needs of these students. Questions regarding referral, screening, testing, and placement of students should be directed to the school counselor. Appeals and placement of students should be made in writing to the Luther Public Schools Superintendent.

PERMISSION/REFUSAL FOR PLACEMENT

The signature of a parent or guardian is required for either placement of or for refusal of placement of a qualified student. Each school site counselor/program coordinator is responsible for obtaining the parent signatures and forwarding placement/refusal forms to the District Program Coordinator.

REMOVAL FROM PROGRAM

Students may be removed from a program that is not meeting their educational needs following a conference which includes the child's parent(s), teachers, and administrative representative(s). Students whose needs are not being met by current placement will be considered for other programming options which may be more appropriate to their needs.

EXIT INTERVIEW

The parent of a gifted program student will be given the option to complete an "Exit Interview" when (1) student participation in all GT program options is refused or (2) removal of the student from GT program options is desired. This will allow parents the opportunity to express in writing to the district the reasons for nonparticipation of the student in program options.

CONFIDENTIALITY

According to district policy, the disclosure of information contained in a student's educational record is limited except by prior written consent of the student's parent/guardian or the legally-eligible student or under certain limited circumstances as permitted by the Family and Educational Rights and Privacy Act. Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.

PROGRAMMING OPTIONS

REGULAR CLASSROOM ASSIGNMENT MODIFICATIONS

Gifted students should not be penalized for participation in GT classes and activities. On the days that students are involved in the program, every effort should be made by regular classroom teachers and administrators to:

1. avoid presenting new concepts
2. post assignments presented in order for students to be aware of content covered
3. schedule tests around GT time or exempt students from tests missed while at GT
4. schedule school-wide events around GT time
5. exempt students from daily practice and drill work missed while at GT

Assignments missed while at GT should not be assigned as homework in addition to or in place of regular homework assignments. Homework should not be a requirement for GT attendance.

Differentiated Education

Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth, and depth. It should be implemented within three weeks of the beginning of the school term.

1. Programming options will be coordinated by the site gifted education coordinator and committee to guide the development of gifted students from the time they are identified through graduation from high school.
2. Students will be placed in programming options based on their abilities, needs and interests.
3. Curriculum for the gifted extends or replaces the regular curriculum.
4. Curriculum is differentiated in content, process and/or product.
5. Content is differentiated in breadth, depth, and/or pace.
6. Processes for gifted students stress creativity and higher level thinking skills.
7. Curriculum is planned to assure continuity.
8. Gifted child educational programming is ongoing and a part of the school schedule and differentiated instruction shall be in place within three weeks of the beginning of the school term.

ELEMENTARY GIFTED PROGRAM OPTIONS

Appropriate Flexible Pacing

- Individualization of Instruction - instruction of an individual student focused on the specific educational needs of that student.
- Proficiency Based Promotion - elementary students advancing one or more grade levels or levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments in all curriculum areas.
- Differentiated or Enriched Classes - include differentiated curriculum and accelerated content designed for able students.
- Independent Study - individually contracted in-depth study of a topic; also a course or unit of study taken through individual arrangement.
- 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 expectation.

Enrichment

- Enrichment of Content in the Regular Classroom - experiences are 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 mind. Appropriate enrichment experiences are not a repetition of material.
- Seminars - special short term instructional periods 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, such as science fairs, geography bees, Odyssey of the Mind, academic competitions, and others.

Academic/Social Support

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

MIDDLE SCHOOL GIFTED PROGRAM OPTIONS

Appropriate Flexible Pacing

- Individualization of Instruction - instruction of an individual student focused on the specific educational needs of that student.
- Proficiency Based Promotion - secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- Differentiated, Enriched, or Honors Classes - include differentiated curriculum and accelerated content designed for able students.
- Accelerated 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.
- Cluster Groups - any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.

Enrichment

- Enrichment of Content in 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 mind. Appropriate enrichment experiences are not a repetition of material.
- 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, such as science fairs, geography bees, academic competitions, choral and instrumental competitions, and others.
- Field trips for enrichment in areas not emphasized in the regular curriculum.

Academic/Social Support

- Duke Talent Search - TIP (Talent Identification Program) conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options for seventh grade students.

Academic/Social Support

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

HIGH SCHOOL GIFTED PROGRAM OPTIONS

Appropriate Flexible Pacing

- Individualization of Instruction - instruction of an individual student focused on the specific educational needs of that student.
- Proficiency Based Promotion - secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- Differentiated, Enriched, or Honors Classes - include differentiated curriculum and accelerated content designed for able students.
Accelerated 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.
- Cluster Groups - any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- Concurrent Enrollment - qualified students taking college/vocational courses concurrently while in high school.
- Advanced Placement Courses - college level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board).

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 mind. Appropriate enrichment experiences are not a repetition of material.
- 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, such as science fairs, geography bee, academic competitions, choral, instrumental, artistic, and dramatic competitions, and others.

- Field trips for enrichment in areas not emphasized in the regular curriculum.

Academic/Social Support

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

- Test Preparation - provide students with readiness opportunities for PLAN, PSAT, SAT, ACT, and NMSQT.

ANNUAL EVALUATION OF GIFTED AND TALENTED PROGRAM

The local school district shall conduct an annual evaluation of the gifted and talented program. To aid in this evaluation, surveys shall be conducted of students, staff, and parents. The evaluation process will assess each component of gifted programming education which will include, but will not be limited to:

- identification
- professional development
- programming options
- curriculum
- instructional program
- program management
- evaluation process
- assessment of student progress, with attention to mastery of content, higher level thinking skills and creativity

The GT program will be evaluated annually by the GT staff and Luther Public Schools administration using a variety of information that may include teacher surveys, parent surveys, student surveys and/or reflections, GT staff reflections, student achievement information, review of the identification process, and review of progress towards program goals. Evaluation findings are to be compiled, analyzed, and communicated to appropriate groups. Results of the annual evaluation conducted by the district should be taken into consideration when devising program improvement plans.

LOCAL ADVISORY COMMITTEE

1. The Local Advisory Committee members will be appointed by the board of education upon the recommendation of the superintendent. The committee will consist of at least three (3) but no more than eleven (11) members, at least one-third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children. Parents of identified children will also be included on the committee.
2. The Local Advisory Committee will be demographically representative of the community.

3. The Local Advisory Committee will be appointed no later than September 15 of each school year for a two-year term.
4. The first meeting will be called by the superintendent no later than October 1 of each year.
5. The school district will furnish staff that has training in gifted education for the advisory committee.
6. 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.

QUALIFICATIONS AND RESPONSIBILITIES OF GIFTED AND TALENTED EDUCATIONAL PROGRAM STAFF

A teacher of the gifted and talented shall hold a valid Oklahoma Teaching Certificate appropriate to the certificate credential and grade level(s) included in the program. Teachers whose duties include direct involvement with gifted and talented students shall participate in in-service training or college training designed to educate and assist them in the area of gifted education. Gifted and talented education program coordinators shall participate in in-service training or college training designed to educate and assist them in the area of gifted and talented education and are required to hold a valid Oklahoma teacher's certificate.

RESPONSIBILITIES OF GIFTED EDUCATIONAL PROGRAM STAFF:

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

BUDGET

1. The district coordinator for gifted educational programming, in conjunction with the Local Advisory Committee and administration, will prepare a budget for gifted educational programming as a part of the site gifted plan.

2. The district coordinator will compile the site budgets and will prepare, in conjunction with the superintendent and local advisory committee, a district budget for gifted educational programming.

3. The district budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required.

EXPENDITURES

1. 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).

2. The report will outline the expenditures made by the district during that year for gifted child educational programming.

3. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

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