

Chickasha
Public
Schools

2021

Chickasha Public School District I-001 Gifted and Talented District-wide
Education Plan

Gifted and
Talented
Education Plan



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INTRODUCTION

Chickasha Public Schools, a student-centered district, believes that all children should have the opportunity for the best instructional program possible. The District provides differentiated educational opportunities which stimulate intellectual curiosity and creativity, develop critical thinking and collaborative skills, and allow students the opportunities to maximize their exceptional talents and abilities. These educational experiences will be provided at each individual school through site-developed programs which are in alignment with the mission of the District's Gifted and Talented Education Plan and the goals of that plan.

I. 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)

"Gifted and talented children" means those children identified at the preschool, elementary and secondary levels as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or educational services.

Commonly Recognized Characteristics of Gifted Students

The following lists were adopted and compiled from various sources. Please note it is not expected that any gifted child will show all the traits listed in any section.

General Intellectual ability

- is an avid reader
- has avid interest in science or literature
- provides very alert, rapid answers to questions
- has a wide range of interests
- is venturesome, wanting to do new things
- tends to dominate peers or situations
- needs little outside control - applies self-discipline
- is resourceful - solving problems by ingenious methods
- is creative in new ideas, seeing associations, pursuing innovations
- displays a great curiosity about objects, situations or events
- has the capacity to look into things and be puzzled
- is involved with many exploratory type activities
- reveals originality in oral and written expression
- is perceptually open to his or her environment
- displays a willingness to accept complexity
- has the capacity to use knowledge and information other than to memorize
- shows superior judgment in evaluating things

- is a good guesser
- makes good grades in most subjects
- learns rapidly, easily and efficiently
- retains and uses information which has been heard or read
- uses a large number of words easily and accurately
- asks many questions of a provocative nature
- has a power of abstraction, conceptualization and synthesis
- has an interest in cause-effect relations
- has a liking for structure, order and consistency
- has a power of concentration, an intense attention that excludes all else
- is persistent
- has a high energy level
- is independent

CATEGORY 1

Identification of students based on a nationally standardized test of intellectual ability is valid for a *minimum* of three years. Scoring at or above the 97th percentile on any **nationally standardized test of intellectual ability.**

- This **does not include the OSTP's or other academic achievement tests.**
- The exact test(s) used is a local district decision.

Funding: There is no cap to the number of students you can have in Category One. However, the concept of top 3% implies that approximately 3% of the nation's population scores in this range. Oklahoma's average Category One gifted and talented identified students is 5.5%. This is a weighted scale in which gifted students are an additional .34 in the funding formula.

ABILITY TESTS

Examples of Group Tests of Ability

- **The Otis-Lennon School Ability Test**
- **Raven's Progressive Matrices**
- **Cognitive Abilities Test (CoGAT)**
- **Naglieri Nonverbal Ability Test**

Examples of Individual Intelligence Tests

- **The Stanford-Binet Intelligence Scale, Fourth Edition**
- **The Stanford-Binet Intelligence Scale L-M**
- **Wechsler Intelligence Scale for Children**
- **The Wechsler Intelligence Scale - III**
- **Wechsler Preschool and Primary Scale of Intelligence**
- **The Slosson Intelligence Test - Revised**
- **Kaufman Brief Intelligence Test (KBIT-2)**
- **Test of Nonverbal Intelligence (TONI-3)**
- **The Woodcock-Johnson Psychoeducational Battery**



CATEGORY 2

Each school district will have in their Gifted Education Plan the criteria used for Category Two.

Meeting **two or more criteria that is established at the local level** and spelled out specifically in each district's Gifted Educational Plan.

- Criteria - This identification process yields information obtained through a variety of procedures and from many independent nominations, achievement tests, observations, a predetermined ability test scores (less than 97th percentile) etc.
- Simply being enrolled in a class IS NOT an allowed qualifier to meet the criteria for placement. If your district is counting a student as GT for simply enrolling in an honors, AP, or IB course, this practice should be stopped. The law is very specific when it says *student placement decisions in the capability areas are based on multiple criteria*.

A school district shall identify children in capability areas by means of a multi-criteria evaluation. No single criterion or cut-off score is used to exclude a student from placement. Program options for multi-criteria Category 2 may include, but not be limited to:

1. Select Vocal/Instrumental Groups
2. Competitive Academic Groups
3. Select Visual Arts Groups
4. Leadership Groups
5. Creativity/Problem Solving Groups
6. Athletic Teams
7. Advanced Placement/Honors Classes
8. Academically Gifted Program (see Appendix A)

Funding: Although there is no cap to the number that can be identified, state funding will only be available for up to 8% of the district's average daily membership (ADM) in this category. This should not cause a district to "un-gift" students beyond the 8% state funding.

II. MISSION STATEMENT

The mission of Chickasha Gifted and Talented Education is to provide educational opportunities for gifted and talented students to explore and enhance their interests and talents.



III. GOALS

To achieve this mission, the gifted education plan addresses three goals: appropriate pacing, enrichment, and effective support for gifted students.

A. Appropriate Placing

Students will receive instruction that is matched to their learning readiness level, rate of learning, and style of learning.

Appropriate Pacing offered by the regular classroom teacher or other school staff is defined as any provision that:

1. Assesses the instructional level of students and considers the unique learning characteristics of each child;
2. Places students at an appropriate instructional level, creating the best possible match between students' achievement and instruction;
3. Accommodates a variety of learning rates and styles;
4. Allows students to move forward in the curriculum as they achieve mastery of content and skills while providing differentiated curriculum to meet the students' unique needs;
5. Enables students to advance at a pace which provides steady challenge.

B. Enrichment

Students will receive instruction that incorporates their interests, creates personal relevance, and encourages them to create original products or to offer possible solutions to real world problems. Regular classroom teachers and other school staff will design enrichment to meet the needs of traditionally defined gifted students as well as to enrich the lives of all students within a school. These experiences or activities are those that are above or beyond the "regular curriculum." They may be as general as school-wide or as specialized as for one individual. Enrichment experiences may include but not be limited to:

1. Experiences and activities that are purposely designed to expose students to a wide variety of disciplines (fields of study), visual and performing arts, topics, issues, occupations, hobbies, persons, places, and events;
2. Materials and/or activities that are ordinarily not covered in the regular curriculum;
3. Use of student interest surveys, community resource surveys, and/or surveys of faculty interest to assist the Gifted Education Programming Site Committee in selecting topics to be explored;

4. General exploratory activities such as interest centers, guest speakers, demonstrations, special field trips, video, or film programs;
5. Community resource persons who are models of creative/productive performance, or who are knowledgeable in their respective fields;
6. Process skills using materials, methods, and instructional techniques purposefully designed to promote the development of thinking and learning processes;
7. Higher level thinking skills such as critical thinking, creative or divergent thinking, problem solving, or questioning techniques;
8. Information, research skills, advanced communication and production skills;
9. Investigative activities and artistic productions in which the student becomes an actual investigator of a real problem or topic;
10. Appropriate methods of inquiry;
11. Projects initiated by the student who has the desire and willingness to pursue an advanced level of study;
12. Projects presented to a real audience;
13. Enrichment of content in the regular classroom 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 and NOT a repetition of material;
14. Mentorships - A program which pairs individual students with someone who has advanced skills in a particular discipline and can serve as a guide, counselor and role model;
15. Seminars/convocations/symposiums - special short-term sessions where students focus on one area of study;
16. Guided research through independent study;
17. Creative and academic competitions - Organized opportunities for students to enter local, regional, state or national contests in a variety of areas;
18. Interest groups;
19. Summer enrichment programs;

20. Saturday enrichment programs;
21. Differentiated Curriculum - Curriculum designed to meet the needs of high ability students and differentiated according to content, process and product;
22. Learning Centers - A designated area or portable center designed to enrich and/or accelerate students' interests in a given content area.

C. Affective Support Strategies

Students will receive instruction that creates a climate of support for different levels of learning readiness, rates of learning, and styles of learning. Affective support includes identification, monitoring, and provision of support services.

1. The gifted resource coordinator, teacher, and/or counselor(s) will coordinate services for identified students needing academic or personal counseling.
2. These services will consist of planned activities, sessions, and policies which will assist students in planning for their academic careers in school and post high school choices.
3. The specific social-emotional needs of the gifted must be addressed (i.e., underachievement, or dealing with giftedness and peer group).
4. Mentor/counselor arrangements can be made with classroom teachers, other school staff, or community people who share the students' interests.
5. Parent education programs may be provided.

IV. STRATEGIES

A. Appropriate Pacing Strategies

These strategies are instructional/organizational strategies which match the student's learning readiness level, rate of learning, and affective support. Appropriate pacing strategies may include but are not limited to:

1. Individualization of Instruction: Instructional procedures for selection and creation of materials and processes that are based on student's individual physical, mental, psychological, and emotional needs;

2. Continuous progress: Appropriate instruction delivered daily that allows students to move ahead as content and skills are mastered; breaks the age-in-grade lockstep;
3. Acceleration: Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average;
4. Pre-testing and Curriculum Compacting: Adjustment of the instructional plan for students who have mastered some or all of the content to be covered in a unit;
5. Cluster Groups: Grouping of high-ability students within a classroom that are an integrated part of the class, but may have some different learning opportunities and materials with which to work;
6. Instructional Groups: Grouping of high achieving students that work together within or outside the regular classroom for a particular subject area (i.e., mathematics or reading);
7. Multi-age or Cross-age Groups: Strategy which allows students to travel to the appropriate grade classroom for instruction when students need instruction at an advanced level;
8. Mini-courses: Short courses that provide for curriculum and interest extensions;
9. Independent study units: Self-selected and individually contracted research projects on in-depth topics with a variety of final product formats;
10. Advanced Level, Honors, Enriched, and Accelerated Classes: Classes with course content normally taught at a higher grade level or content in greater depth;
11. 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);
12. Dual Enrollment: Attendance of classes at two different school levels during the same school session (i.e., elementary, middle school and high school);
13. Concurrent Enrollment: Attendance of classes in public school and college during the same school session;
14. Correspondence Courses: High school courses taken by correspondence through



an approved university;

15. Proficiency-based promotion: Students who demonstrate proficiency in a set of competencies at the 90% level shall be advanced to the next level of study in the appropriate curricular areas. This decision will take into consideration social, emotional, physical, and mental growth. For 9-12 courses, the students receive credit toward graduation upon satisfactory completion of a comprehensive examination and demonstration of proficiency;
16. Ongoing Assessment: Students' abilities and needs are continually assessed through both formal and informal means designed to discover and nurture talent. The results are used as the basis for individual educational planning.

B. Enrichment Strategies

Enrichment examples may include, but are not limited to:

1. Interest Groups: Any group organized from one or more classrooms on the basis of interest in a topic, usually short term in duration.
2. 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. (i.e., Curriculum Compacting or Learning Centers).
3. Mentorships: students observe and assist adults away from school on the site of some real-world occupation.
4. Seminars/Convocations/Symposiums: special short-term sessions where students focus on one area of study.
5. Creative and academic competitions: organized opportunities for students to enter local, regional, state, or national contests in a variety of areas.
6. Extended Enrichment Programs: enrichment classes or courses offered beyond regular school days.
7. Learning Centers: a designated area or portable center designed to enrich and/or accelerate students' interests in a given content area.

C. Affective Support Strategies

This component includes the identification, monitoring, and provision of support services.

1. Guidance and Counseling: Planned activities, sessions, and policies that assist gifted and talented students in planning their academic careers in school and after high school and that also address the specific social-emotional needs of the gifted, such as underachievement. This component may include, but is not limited to:
 - a. Guidance through individual consultation with the gifted resource coordinator and/or the school counselor;
 - b. Guidance through mini-courses or affective groups;
 - c. Career seminars or other activities;
 - d. Educational/academic counseling;
 - e. Mentor/counselor arrangements with classroom teachers who share the students' interests.
2. Duke Talent Search: Program for fourth-seventh graders conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.

D. Tips for Teachers

Another way to differentiate instruction for a student who has already mastered a concept is to create a **learning contract** that allows her to work at a more difficult level or explore related topics. Following are instructions for using learning compacts, particularly useful for students in Grade 3 - 8 (Winebrenner, 1992):

1. Check the teacher's manual for activities and resources that extend concepts taught in the chapter. Enlist the help of parents and other volunteers to create needed materials, including needed answer keys.
2. Design a master contract for each chapter listing relevant test page numbers or concepts with check-off spaces and enrichment and extension activities --- including free-choice options --- with spaces for students to record their progress.
3. Create a pretest or other type of assessment for the planned curriculum and then offer contracts to any students who demonstrate a predetermined master, such as a score of 85% or above.
4. Prepare contracts for qualified students by checking off the pages or concepts they have not mastered and any others you want them to do.
5. Meet with the students on contract as a group. Explain that they are not allowed to work on the checked items until you teach them to the whole class and that they will work on alternate enrichment activities when the class is learning the parts they have already

mastered. Demonstrate the enrichment activities, and show students how to keep track of the work they do.

6. Agree upon working conditions and add them to the contract or post them in the room. These include such behaviors as working quietly so as not to disturb others, when and how to work with partners or in small groups, and how to get needed help within the teacher is busy.
7. Continue to meet with the students on contract on a regular basis to get feedback, discuss any problems, and help them develop the strategies and independence they need to use the enrichment materials.

E. Tips for Counselors

Because a gifted and talented student has unique strengths, unique problems can result in academic and social settings, as demonstrated in the following chart adapted for Barbara Clark's *Growing Up Gifted*:

Strength	Possible Problems
Acquires and retains information quickly	May be impatient with others and dislike basic routines
Is inquisitive; searches for significance	May ask embarrassing questions or be excessive in interests
Is intrinsically motivated	May be strong-willed and resist direction
Enjoys problem-solving; is able to conceptualize and synthesize	May resist routine practice and question teaching procedures
Seeks cause-and-effect relationships	May dislike that which is unclear or illogical
Emphasizes truth, equity, and fair play	May worry about humanitarian concerns
Seeks to organize things and people	May construct complicated rules or be seen as bossy
Possesses large facile vocabulary and advanced, broad information	May use words to manipulate or be bored with school and age peers
Has high expectations of self and others	May be a perfectionist or intolerant; may become depressed
Is creative and inventive; likes new ways of doing things	May be seen as disruptive and out of step

Exhibits intense concentration, a long attention span, and persistence in areas of interest	May neglect duties or people during periods of focus and resist interruption; may be stubborn
Exhibits sensitivity, empathy, and desire to be accepted by others	May be sensitive to criticism or peer rejection
Shows high energy, alertness, and eagerness	May be seen as hyperactive; may be frustrated with inactivity
Is independent; prefers individualized work, relies on self	May reject parent or peer input; may embrace non-conformity
Has diverse interests and abilities, is versatile	May appear disorganized
Has a strong sense of humor	May become the “class clown”

V. EQUITABLE IDENTIFICATION PROCEDURE:

The identification of students into the gifted and talented program is an ongoing process extending through grade twelve. The identification procedures are clearly stated, uniformly implemented for PK through grade twelve, and communicated to the entire staff. Opportunities are provided for students to be considered for placement in gifted programming throughout their school experience. Procedures used in the identification process must be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.

The goal should be that every gifted and talented program mirrors the demographics of the school site. Parent, teacher and other nominations should be sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered.

Gifted Education Site and District committees are chaired by an educator with training in gifted education and includes administrators, teachers and/or counselors who collect and analyze data, maintain appropriate records, and make professional decisions on placement of students. Placements are made in programming options that are appropriate to the student’s educational needs, interests, and/or abilities.

Data such as the multi-criteria evaluation matrix and the gifted program nomination inventories are collected on the nominated students to aid in the selection of students who are in need of gifted educational programming.

The identification processes yields information obtained through a variety of procedures and sources of information as listed below.

A. Screening Procedures

The process for identification of these students has several stages:

1. All students in Kindergarten and Second Grade will be assessed prior to October 1st. Fourth grade students will be assessed in the second semester. Parent consent is not required for this testing since all students at those grade levels will be tested.
2. Students will be screened periodically for intellectual ability through the administration of a nationally standardized individual or group test of intellectual ability. 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.
3. Students scoring at or above the 97th percentile on the composite score of a standardized ability test will be identified for the State Department of Education (SDE) Child Count and the Chickasha Public Schools Gifted and Talented Program
4. The procedures for the consideration of identification and placement of a pupil who is identified as gifted and talented in another school district are developed and implemented. Students moving into Chickasha Public Schools from another district or school may be identified as gifted with a previous composite score of 97th percentile or better on a nationally standardized ability test by the previous school site and/or through all multi-criteria used for screening any other prospective gifted student. The standardized district record release form will be used for securing student records from other schools.
5. Students will maintain their identification status as they move from one school level to the next (elementary to middle school or middle school to high school). Identification criteria will be consistent for all students across the district.
6. Procedures used in the screening process will be nondiscriminatory with respect to race, economic background, national origin, or handicapping condition.
7. Evaluations of the appropriateness of students' placement in gifted educational programming shall be ongoing.
8. Multiple criteria may be used for screening, which could result in gifted educational program placement in the following:
 - a. A composite score of 97% or better on a nationally standardized age-normed achievement test.
 - b. A composite Matrix score of 92-96% or better on a nationally standardized age normed achievement test along with teacher

recommendation.

- c. The following criteria may also be used for multi-criteria identification and could result in placement in gifted programming. The items require a combination of at least two different types of evidence and approval by the coordinator.
 - i. A score of 97% or better on total math, total reading, total language, social studies, or science on a nationally standardized age-normed achievement test.
 - ii. A score of 97% or better on a verbal or non-verbal subtest of a nationally standardized, age-normed ability test.
 - iii. Placement in multi-criteria category II program options such as vocal and /or instrumental music, academic competition, visual art, leadership, or speech/drama.
 - iv. Nominations are sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered. Parents, students, and teacher can request or recommend the screening of an individual student. Nomination forms are available at each site.

B. Placement Procedures

1. All written identification and placement procedures include parental involvement. Parents will be notified by mail of their child's eligibility for further individual testing for consideration for placement in a gifted program.
2. Parent's written consent will be required for individual testing.
3. Following the testing process, all parents will be notified of results pertaining to the child's eligibility for academically gifted placement. Parents of those students who are eligible to participate in the academically gifted program will be asked to indicate their consent for or rejection of placement on the appropriate consent form.
4. Parents are provided with a summary of the gifted educational programming to be offered to their child.
5. 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 services.
6. Instructionally useful information about individual students obtained during the screening process will be communicated to the appropriate members of the instructional staff regardless of final placement.

7. The student testing documentation will remain in their placement file located at the Administration Building. Identification criteria will be consistent for all students across the district. Students may be identified as gifted at any time during their school career.

C. Parent Notification

1. Parents will be notified by mail of their child's eligibility for further individual testing for consideration of placement in a gifted program. Consent will be required for such further testing. Parents must provide written permission for individual testing.
2. Following the testing process, all parents will be notified of results pertaining to their child's eligibility for academically gifted placement. Parents of those students who are eligible to participate in the academically gifted program will be asked to indicate their consent for or rejection of placement on the appropriate consent form.
3. Records will be maintained according to FERPA (Family Educational Right to Privacy Act) policy adopted by the local Board of Education.
4. A confidential folder for each academically gifted student shall be on file at individual school sites. This file should include, when applicable:
 - a. Referral Form
 - b. Permission to Participate
 - c. Ineligibility Notification
 - d. Record of Access to Confidential Information
 - e. Release of Confidential Information
 - f. Student Placement Review
 - g. Test Results
 - h. Written parent permission to test

D. Review of Placement

1. An informal review of placement by the gifted resource coordinator will be ongoing.
2. Students may be removed from a programming strategy which is not meeting their educational needs with prior notification to the gifted resource coordinator and following a conference with parents.
3. Students whose needs are not met by current placement will be considered for other programming options or strategies which may be more appropriate to their needs.

4. Students may be removed from the gifted programming option or strategy by parent request at any time.
5. Strict confidentiality procedures, as elsewhere defined in Board policy, will be followed in regard to records of placement decisions and data on all nominated students.
6. Parents may appeal a placement decision with which they disagree. Appeal will be made to the Gifted Education Programming Site Committee. Further appeals may be made to the District Director of the Gifted Education Program.

VI. DUE PROCESS PROCEDURES

1. Parents and/or teachers may request the administration of an individual standardized written or oral ability test for a student without recent ability test scores or for a student whom a written ability test may be an inadequate measure of ability. Written parental permission is required before an individual evaluation may be administered.
2. No test scores are released outside the school except to the parent, by the written request of the parent or request from the receiving school district.
3. Recent standardized ability and achievement test scores provided by other school districts will be accepted in accordance with the identification procedures outlined above.
4. Parental Appeal-within 45 days of notification, parents shall have the right to request one re-evaluation of their child for academically gifted placement per school year. Contact the Director of Curriculum or Director of Special Services to obtain Instruction for all appeals.

VII. PLANS and DEVELOPMENT of THE GIFTED PROGRAM

A. District Gifted Education Plan and Program Development

1. By the State Department deadline of each school year, the District will submit to the State Department of Education an update to the Gifted Education Plan, child count numbers of identified students placed in the gifted program and a gifted educational programming budget for the current school year.
2. This plan update will reflect feedback from the school site councils, the District Gifted Education Programming Advisory Committee, and the Board of Education.

B. Differentiated Education

1. Differentiated education includes multiple programming options and curriculum which are modified in pace, breadth and depth.
2. Programming options are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.
3. Student's placement in programming options is based on their abilities, needs and interests.
4. Gifted educational programming is ongoing and a part of the school schedule. Differentiated education shall be in place within three weeks of the beginning of the school term.

5. Content

- Does the curriculum include activities that are at varying levels of difficulty?
- Is the curriculum organized around themes, issues, and across different content areas?
- Is the curriculum differentiated based on readiness, interest and learning profile?
- Are students allowed to select independent study topics related to the curriculum or their interests?
- Is content compacted to allow for accelerated and enriched learning?
- Does the content require critical and creative thinking?
- Are pre-tests used to learn what students already know?
- Does the student engage in meaningful learning?
- Are materials available at a range of reading levels?

6. Process

- Are a variety of activities used that vary the ways that students might learn?
- Are questions asked that have more than one possible answer?
- Are questions asked that require students to analyze the readings and provide evidence for their answers?
- Are problem solving and research skills taught?
- Based on pre- or post-tests, are students allowed to move to the next concept, or do enrichment activities or independent study?
- Are students able to select different activities to learn the content?
- Do students understand various learning processes, so they can use them when necessary?

7. Product

- Are students given opportunities to select the way they would like to complete a project or show what they know?
- Are students given opportunities to self-evaluate their own work according to teacher and/or student set criteria?
 - Do products have an audience, sometimes outside the classroom?
 - Are products developed that show application and creativity?

C. Curriculum

1. Curriculum for the gifted extends or replaces the regular curriculum.
2. Curriculum is differentiated in content, process, and/or product.
3. Gifted content is differentiated in breadth, depth, and/or pace.
4. The processes for gifted students stress creativity and high level thinking skills.
5. Curriculum is planned to assure continuity.

D. Site Gifted Education Plan and Program Development

1. The elementary, middle and high schools will establish an advisory council. Each Gifted Education Programming Council will consist of administrator(s), teachers, specialists and parents.
 - a. The certified staff members of the Gifted Education Programming Site Council will be appointed by the principal. The certified members will include the principal or his/her designee, gifted resource teacher, two classroom teachers, the library media specialist, and the counselor. Others may be added at the discretion of the principal.
 - b. The parents at the site will be selected by staff nominations for the Gifted Education Programming Council in the spring of each year to serve a one year term. There should be a minimum of two parents per site.
2. Each council will develop a plan designed to meet the needs of its gifted students.
3. A description of that plan will be prepared in a Gifted Education Programming Plan and will be filed with the District Director of the Gifted Education Program by May 1st of each school year. Each Gifted Education Programming Plan will

describe the manner in which the three district gifted programming goals are to be addressed (appropriate pacing, enrichment and effective support).

4. Each Gifted Education Programming Plan will include information about goals, strategies in use, evaluation procedures and a timeline for implementation and will list the members of the council (see Appendix A).
5. Each council will coordinate the design of the gifted programming plan.
6. Each council will develop the procedures for determining the needs of those students and for selecting the gifted programming options.
7. Each council will develop an evaluation procedure.

E. Professional Development

Opportunities for professional development will be provided for classroom teachers as well as the gifted resource coordinator to ensure that the needs of gifted students are understood and met. Topics may include but are not limited to differentiated instructional strategies, curriculum content modifications, assessment of learning readiness, monitoring rate of advancement, student learning styles, and classroom management. Professional development opportunities may be obtained through:

1. Local, state, and national conferences with a gifted education focus (i.e., Encyclomedia Conference, OAGCT Conference;
2. In-services provided by District personnel;
3. Artists-in-Residence, authors, historians, consultants, etc.;
4. College Board Advanced Placement Training and Conferences.

F. Parent Involvement and Education

Parent involvement in the gifted programming plan will be a key component of the gifted plan. Parental involvement roles may include the following:

1. Gifted Education Programming Council Member;
2. District Gifted Education Programming Advisory Committee Member;
3. May provide input into their child's gifted education plan.
4. Resource person: Guest speaker, Mentor, Group Leader, Sponsor, Tutor
5. Participant in gifted education meetings.

G. Evaluation

1. A systematic plan for ongoing evaluation is part of each gifted programming plan. Each plan will provide an annual evaluation process that will establish the basis for future planning. A plan for evaluation is developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data. The ongoing evaluation process will be reviewed by the District Gifted Education Programming Advisory Committee. Evaluation results will be communicated in a timely and meaningful way to programming decision makers at the site level, the district level, and, as appropriate, to students, parents, and the public.
2. All components of the gifted education program are evaluated: the identification process, gifted services, training, and evaluation. The evaluation process will focus on the appropriateness of educational programming provided for gifted students.
3. Data for evaluation will be obtained from a variety of instruments, procedures, and information sources, including students, parents, and teachers.
4. Student progress is assessed, with attention to mastery of content, higher level thinking skills and creativity.
5. Advanced placement courses will be noted on student transcripts.

VIII. DISTRICT GIFTED EDUCATION LOCAL ADVISORY COMMITTEE

- A. The District Gifted Education Local Advisory Committee members will be appointed by the Board of Education upon the recommendation of the Superintendent by September 15th. 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.* [70 O.S. 1210.308 (A)]
- B. The District Gifted Education Local Advisory Committee will be demographically representative of the community. The local Gifted Education Programming Advisory Councils will select one parent representative to be submitted to the Board of Education for approval to serve on the District Gifted Education Local Advisory Committee. All three school levels (elementary, middle school, and upper secondary) will be represented on this Committee. The school district furnishes staff that has training in gifted education for the advisory committee.
- C. The District Gifted Education Local Advisory Committee *will be appointed* according to State Department regulations *in the beginning 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.* [70 O.S. 1210.308 (A)]

- D. The first meeting will be called by the Superintendent no later than October 1st of each year. At this meeting, the District Gifted Education Local Advisory Committee will elect a chair and a vice-chair.
- E. The District Gifted Education Local Advisory Committee will meet at 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 Meetings Act.
- F. *The District Gifted Education Local Advisory Committee will assist in the formulation of the District goals for gifted education, assist in the 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. [70 O.S. 1210.308 (C)]*

VIII. Gifted Education Program Staff

A. Qualifications of staff:

1. Gifted Resource Teachers must hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program, as well as the Gifted Education Program Coordinators, and teachers whose duties include direct involvement with gifted and talented students.
2. Teachers whose duties include direct involvement with gifted and talented students shall participate each year in in-service training or college training designed to educate and assist them in the area of gifted education.
3. Gifted educational program coordinators shall participate in inservice training or college training designed to educate and assist them in the area of gifted education.

B. Responsibilities of Gifted Education Program Staff:

1. The Superintendent or Designee will be responsible for working with the District Gifted Education Local Advisory Committee, overseeing Gifted Education Programming Site Plans, and filing such reports and information as are required by the State Department of Education relative to gifted educational programming.
2. The principal or site gifted resource coordinator will be responsible for working with the Gifted Education Programming Site Council, coordinating gifted educational programming related to the Gifted Education Programming Site Plan, and completing such reports and information as required by the District for gifted educational

programming.

3. Under the direction of the building principals, a site gifted plan will be developed which clearly delineates roles, responsibilities, and coordination procedures in regard to gifted educational programming options/strategies.
4. Strategies for managing the gifted education site plan are addressed by both the regular classroom teacher and the gifted resource teacher. They will work closely together to implement appropriate pacing, plan enrichment, coordinate resources, and facilitate affective support when needed.
5. Classroom teachers will have, and provide, upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.
6. The counselor(s) is responsible for guidance and counseling and maintenance of student records.
7. The library media specialist(s) is responsible for providing to students and teachers the assistance and/or resources needed to implement gifted programming options/strategies.
8. The District program or curriculum director(s) is responsible for providing students and teachers the assistance needed to implement the gifted programming options/strategies.

X. FUNDING

Students identified based on scores in the top 3% on any nationally standardized test of intellectual ability as defined by state statute will be automatically eligible for placement in the gifted program. Weighted state funding is provided for these students.

Students identified based on district approved multi-criteria as specified in the plan may also be eligible for placement in the gifted program. Weighted state funding provided for students served in the gifted program is restricted. This funding is applicable for a maximum of 8% of the district's average daily membership. The restriction is for weighted state funding only. The district may serve any number of students who may qualify.

Testing and programming will be financed by Chickasha Public Schools.



XI. 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(0).
- 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.

XII. GENERAL PROGRAMING GUIDELINES

- A. The student identification program involves testing in both intellectual and academic areas with placement determined by the achievement of specified scores.
- B. Chickasha Public Schools assures that procedures used in the identification process are non-discriminatory with respect to race, economic background, national origin or disability.
- C. Students who participate in gifted and talented education have qualified on the basis of specific test scores/multi-criteria as prescribed by Oklahoma State Law (S.B. 214, H.B. 1466), Oklahoma State Department of Education guidelines, and local District Guidelines.
 - 1. Students who participate in gifted and talented will NOT be penalized within the regular classroom while they attend gifted programming classes or activities. Past experience and research have shown that academic achievement does not suffer when these students are away from the regular classroom environment for gifted programming.
Each teacher should use his/her own good judgment about individualizing learning experiences for these students so that they can cover required subject matter and perfect necessary skills with less routine work. These guidelines shall apply to all gifted and talented programs.
 - 2. Students who are unable to maintain academic performance may have their participation in the program reviewed by request. (See

District Guidelines for specific procedures which are to be followed.) No student will be threatened with removal from or denial of gifted programming experiences as a disciplinary measure.

3. Grading techniques, procedures and policies will be modified as needed for students in gifted and talented programs.
4. The gifted and talented education programming is on-going and part of the school schedule.

D. Tips for Teachers

1. It is against regulations to limit absences from class for participation in GT activities or to a set number or to discourage participation in GT activities.
2. Weigh carefully whether the completion of a specific missed assignment is essential to the child's mastery of a concept. It is appropriate to exempt students from certain assignments.
3. Whenever possible, plan activities which do not need to be made up when it is known in advance that a *large segment* of the class will be gone.
4. Carry over work to the next day's class as GT students can often finish work quickly.
5. Avoid the creation of substitute individual assignments to replace group activities, discussions, or experiments, if the skills and/or concepts involved can be evaluated verbally or through other regularly scheduled assignments/assessments.
6. Use a teacher-directed system to indicate to students missed assignments and which one must be made up, rather than asking GT students to contact other students regarding make-up work.
7. Provide a proportional period of time for students to make up missed work. If students miss one class period, they should be given at least one day's time to make up the work prior to its being due.
8. A GT student's absence from class is the same as any other excused absence. Do not give make-up tests which are more difficult than the original test or establish policies which "punish" students for participation in GT activities, such as requiring students to come in prior to the start of the school day to complete work or moving up the deadline for completion of work or presentations.

9. Encourage GT students to share their related experiences with your class to enrich your curriculum and to allow them a differentiated avenue of participation for the missed class. View their participation in GT activities as opportunities for the entire class to take advantage of resources and extensions to the regular classroom curriculum.
10. Address concerns regarding student absences to the GT staff for resolution.

XIII. Proficiency Testing Regulations

Upon request of a student, parent or guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum. The opportunity for proficiency testing will be provided two weeks each school year. The test weeks will be the third week in June and the last week in December. Test results will be available within two weeks of the test date. [CPS Board Policy 6.9.13]

Grades K-8

Students in grades kindergarten through eight shall pass all tests in Language Arts, Mathematics, Social Studies, Science and Reading with a minimum 90% mastery level in order to be advanced to the next grade level. Social, emotional, physical, and mental growth will be considered. The school will confer with the parents in making such promotion/acceleration decisions.

Grades 9-12

Students in grades nine through twelve shall pass individual core curriculum tests with 90% mastery level in order to advance to the next level in that subject area. If mastery is achieved, appropriate notation will be placed on the student's high school transcript.

XIV. Record Keeping

- **Category 1**
 - Student test composite score report
 - Written parent permission to test (required for *individual* ability testing)
 - Parental approval of program placement decisions
- **Category 2**
 - Complete Matrix (if used)
 - Each documented criteria that is used for identification
 - Documentation includes *two or more* of the following.
 - Nationally standardized intellectual ability test scores below 97%
 - Achievement test scores
 - Classroom performance/grades

- Referral
- Auditions
- Performance
- Portfolio
- Parent approval of program placement decisions

Records of placement decisions and data on all nominated students are kept on file for a minimum of five (5) years or for as long as needed for educational decisions.

Gifted children have a right to an education
commensurate with their ability.
If your only opportunity is to be equal,
then it is not equality.

- Margaret Thatcher

