

**POLICY # 1.21  
GIFTED EDUCATION PLAN**

**Introduction:**

An important goal of the Eufaula Public Schools is to identify and provide appropriate educational 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 experience not ordinarily provided by the school in order to fully develop such capabilities.

Initiatives to provide those appropriate educational experiences will include:

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

**I. Identification of students for gifted educational programming**

*Site committee on gifted educational programming*

The committee at each school site may include the site principal, teachers, counselor, library media specialist and others as appropriate.

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.

Process for identifying students: Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin, or handicapping condition.

Nominations will be sought from a wide variety of sources including:

- a. Professional educators
- b. Parents
- c. Peers
- d. Self
- e. Others as appropriate

Data will be collected on nominated students by

- a. Testing Methods including
  - (1) standardized ability tests
  - (2) standardized achievement tests
  - (3) creativity tests
  - (4) achievement within the curriculum
  - (5) other methods as appropriate

Site committee analyzes data and makes placement decisions:

A score in the top 3% (three percent) on a nationally standardized test of intellectual ability/achievement, according to the law of the State of Oklahoma, results in automatic placement with parental approval.

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 committee decision for placement may be made based on referral, student product or performance, appropriate checklists, and other relevant information. The site committee on gifted education may authorize the use of alternative assessment procedures when appropriate.

Placement will be made in programming options appropriate to educational needs, interest, and/or abilities with parental approval.

Instructionally useful information about individual students obtained during the identification process will be communicated to the appropriate members of the instructional staff regardless of final placement.

Identification of gifted students is an ongoing process extending from first through twelfth grades. Opportunities will be provided for consideration of placement in gifted programs throughout the school experience.

Identification of students based on a nationally standardized test of achievement or intellectual ability will be valid throughout educational experience.

Students who were identified as gifted and talented in another school district will be considered for identification and placed by the site committee in a timely manner.

Evaluation of the appropriateness of student's placement in gifted educational programming will be ongoing.

Students may be removed from a programming option, which is not meeting the educational needs following a conference with parents.

Students whose needs are not met by current placement will be considered for other programming options that may be appropriate to their needs.

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.

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

The identification and placement process includes parental involvement:

Parents will be asked to grant written permission for individual testing.

An additional evaluation will be available upon parental request.

Parents will be given written notice that their child has been identified for placement in gifted educational programming.

Parents will be provided with a plan of the gifted educational programming to be offered their child.

Parents may appeal a placement decision with which they disagree. Appeal will be made to the site committee. Further appeals may be made to the district program coordinator.

## **II. Differentiated Education**

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

### **1. Programming Options**

Programming options will be coordinated by the site committee to guide the development of gifted students from the time of identification through graduation.

### **2. Students will be placed in programming options based on abilities needs, and interests**

3. 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 school term
4. The appropriate program options to be matched with student's needs and interests will include selections from appropriate flexible pacing, enrichment, and academic/social support. The following are some of the components of the program:

### **Appropriate Flexible Pacing**

1. Individualized instruction - Instruction of an individual student focused on the specific educational needs of that student
2. Independent study - Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement
3. 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)
4. Acceleration - Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average
5. Honors classes - Differentiated curriculum and accelerated content designed for able students, but not limited to identified gifted students
6. 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
7. Correspondence courses - High school courses taken by correspondence through approved universities.
8. Proficiency Based Promotion - Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% (ninety percent) level on designated assessments
9. Early admission (Kindergarten) - Underage children admitted to a kindergarten program in the school district in which he or she resides based on certain criteria {70 O.S. 1-114}.

### **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. Examples include: learning centers, independent study, and guest speakers.

### **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, academic bowl, spelling bee

### **Mentorship**

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

### **Academic/Social Support**

#### **Guidance and counseling**

Planned activities, sessions, and policies that assist gifted and talented students in planning academic careers during school and post high school, and also address the specific social-emotional needs of the gifted including underachievement.

### **III. Evaluation:**

A systematic plan for ongoing evaluation is part of program planning and implementation. The Local Advisory Committee on Gifted Education will establish an ongoing evaluation process.

The site committee will annually evaluate educational programming and communicate results in a timely and meaningful way to program decision makers at the district level and, as appropriate, to students, parents, and public.

All components of the gifted educational program will be evaluated: Identification, staff development, programming options, curriculum, community involvement, and evaluation.

Data for evaluation will be obtained from a variety of instruments, procedures, and information sources.

Evaluation findings will be compiled, analyzed, and communicated to appropriate audiences.

Student progress will be assessed, with attention to mastery of content, higher level thinking skills, and creativity.

Advanced content courses will be noted on student transcripts.

### **IV. Local Advisory Committee**

The Local Advisory Committee members will be appointed by the Board of Education upon the recommendation of the Superintendent of Schools. 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 ) S. 1210.308 (A)

The Local Advisory Committee will be demographically representative of the community.

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 of [70 O.S. 1210.308(A)].

The first meeting will be called by the Superintendent of Schools no later than October 1 of each year. At this meeting, the committee will elect a chair and a vice-chair.

The advisory committee will meet at other times during the year as necessary in meeting space furnished by the school district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.

The school district will furnish staff that has training in gifted education for the advisory committee.

The Local Advisory Committee will assist in the formulation of the 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. [70 O.S. 1210.308 C]

## **V. Qualifications and responsibilities of gifted child educational program staff:**

### **A. Qualifications of Staff:**

Teachers hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.

Gifted educational program coordinators hold a valid Oklahoma teaching certificate.

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 in the area of gifted education.

Gifted educational program coordinators shall participate in in-service training or college training designed to educate and assist in the area of

gifted education.

**B. Responsibilities of Gifted Educational Program staff:**

The Superintendent of Schools or the district coordinator for gifted educational programming will be responsible for working with the local advisory committee and filing reports and information as required by the State Department of Education relative to gifted educational programming. The site principal and/or counselor will be responsible for coordinating gifted educational programming related to their site and completing such reports and information as required by the Superintendent of Schools or district coordinator for gifted educational programming.

The site principal and/or counselor will be responsible for coordinating the site programming options in regard to gifted educational programming.

The classroom teachers, administrators, and counselors will work closely together to implement appropriate flexible, pacing, pan enrichment, coordinate resources, and facilitate academic/social support when needed.

The library media specialist will provide professional support by assisting classroom teachers in finding and securing resource materials and/or resource persons.

Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.

**VI. Budget:**

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

The district budget for gifted education will be submitted by the Superintendent of Schools as required by the State Department of Education.

**VII: Expenditures Report:**

- A. An expenditures report for the previous school year will be submitted by the Superintendent of Schools 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

Dated and approved this \_\_\_\_ day of \_\_\_\_\_, 20\_\_

Day Month Year

Local Advisory Committee, Chair

Local Advisory Committee, Vice-Chair

**Notification Letter of Qualification to Parent**

Eufaula Public Schools  
*Eufaula Elementary School*  
1705 West J.M. Bailey Highway  
Eufaula, Oklahoma 74432-2428

Dear Parent or Guardian:

Your Child,

\_\_\_\_\_

*(Child's Name) (Grade) (Age) (Date of Birth)*

has qualified for placement in the Gifted and Talented Program in the following areas:

\_\_\_\_\_

Your child's teacher will write an educational plan to serve your child in the area(s) in which he/she was identified.

This plan will be ongoing and a copy may be obtained from the counselor's office at the elementary school

Your signature is required for placement. Please sign and return this form to the principal's office at the elementary school.

\_\_\_\_\_ Yes, permission is granted for placement.

\_\_\_\_\_ No, permission is denied for placement.

\_\_\_\_\_

Parent's Signature and Date

\_\_\_\_\_

Address: City State Zip Code



Thank you for your prompt response.

---

Principal Assistant Principal

**Notification Letter of Qualification to Parents**

Eufaula Public Schools  
*Eufaula Middle School*  
1711 West J.M. Bailey Highway  
Eufaula, Oklahoma 74432-3205

Dear Parent or Guardian:

Your Child,

---

— *(Child's Name) (Grade) (Age) (Date of Birth)*

has qualified for placement in the Gifted and Talented Program in the following areas:

---

Your child's teacher will write an educational plan to serve your child in the area(s) in which he/she was identified.

This plan will be ongoing and a copy may be obtained from the middle school counselor's office.

Your signature is required for placement.

Please sign and return this form to the counselor's office at the middle school.

\_\_\_\_\_ Yes, permission is granted for placement.

\_\_\_\_\_ No, permission is denied for placement.

---

Parent's Signature and Date

---

\_\_\_\_\_

Address: City State Zip Code

Thank you for your prompt response.

---

Counselor

**Notification Letter of Qualification to Parents**

Eufaula Public Schools  
*Eufaula High School*  
First & Woodland  
Eufaula, Oklahoma 74432-2428

Dear Parent or Guardian:

Your Child,

---

*(Child's Name) (Grade) (Age) (Date of Birth)*

has qualified for placement in the Gifted and Talented Program in the following areas:

---

Your child's teacher will write an educational plan to serve your child in the area(s) in which he/she was identified.

This plan will be ongoing and a copy may be obtained from the high school counselor's office.

Your signature is required for placement. Please sign and return this form to the high school counselor's office.

\_\_\_\_\_ Yes, permission is granted for placement.

\_\_\_\_\_ No, permission is denied for placement.

---

Parent's Signature and Date

---

Address : City State Zip Code

Thank you for your prompt response.

---

Counselor

Eufaula Public Schools  
Gifted and Talented Education Student Plan  
Secondary Program

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

Student's Strengths

---

Program Options: Check all that apply

- Individualized Instruction
- Proficiency Based Promotion
- Enrichment in Regular Classes
- Guidance and Counseling
- Independent Study
- Honors Classes
- Guided Research
- Creative and Academic Competition
- Ongoing Assessment
- Mentorship
- Summer Enrichment Program
- Workshops
- Dual Enrollment
- Correspondence Courses
- Duke Talent Search
- Advanced Placement Courses
- Academic Team
- Other

Summary:

---

---

---

---

---

---

Teacher's Signature

---

Counselor's Signature

---

Principal's Signature

Ongoing Evaluation:

---

---

---

---

Summative Evaluation:

---

---

---

---

Eufaula Public Schools  
Gifted and Talented Education Student Plan  
Elementary Program

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

Student's Strengths

---

Program Options: Check all that apply

- Individualized Instruction
- Kindergarten Early Admission
- Enrichment in Regular Classes
- Proficiency Based Promotion
- Independent Study
- Acceleration

- Guided Research
- Guidance and Counseling
- Ongoing Assessment
- Creative & Academic Competition
- Summer Enrichment Program
- Duke Talent Search
- Other

Summary:

---

---

---

---

---

Teacher's Signature

---

Counselor's Signature

---

Principal's Signature

Ongoing Evaluation:

---

---

---

---

Summative Evaluation:

---

---

---

---

Gifted Educational Plan: Adopted October 10, 2000

---

---

---

---