

**GIFTED EDUCATIONAL PLAN
BISHOP PUBLIC SCHOOL
LAWTON, OK**

Introduction

An important goal of the Bishop Public School 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 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 EDUCATION PROGRAMMING

A. Site committee on gifted educational programming

1. The committee at each school site may include the site coordinator for gifted programming, the site principal or designee, teachers, counselor, library/media specialist 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 used in the identification process will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.
2. Nominations will 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
- 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 Behavior Characteristics of Superior Students)
 - (2) Student work portfolios
 - (3) Student achievement outside the school's curriculum
 - (4) Other as appropriate
4. Site committee analyzes 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 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 appropriated 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 will 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 the first grade through grade six.
- 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 will 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 site committee in a timely manner.
 - d. Evaluation of the appropriateness of student's placement in gifted educational programming will be ongoing.
 - e. Students may be removed from a programming option that 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 education programming.
 - d. Parents will be provided with a summary of the gifted educational programming to be offered their child.
 - e. 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

- A. Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth and depth.
- 1. Programming Options
 - a. 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.
 - b. Students will be placed in programming options based on their abilities, needs and interests.
 - 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.

- (1) Content is differentiated in breadth, depth and/or pace.
- (2) Processes for gifted students stress creativity and higher level thinking skills.

c. Curriculum is planned to assure continuity.

B. Appropriate learning opportunities will be provided for identified gifted students at each school site through a site developed program which is an integral part of the total school program.

1. Every school site will complete a site gifted plan for the following year by April 15 each year.
2. Each site will plan curriculum opportunities to allow students to move through the curriculum at the appropriate flexible pace, provide 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 will be an integral component of the program.

C. Site 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 education needs of that student.

Proficiency Based Promotion – Elementary students advancing one or more levels 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 (70 O.S. 1-1154).

Differentiated or Enriched Classes – Include differentiated curriculum 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 may be used to provide students with appropriated 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.

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 mind. Appropriate enrichment experiences are not a repetition of material.

Learning centers
Guest speakers
Independent study
Other

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 a role model.

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
Other

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

Other

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 address the specific social – emotional needs of the gifted including under achievement.

Other

d. Staff Development

Examples include:

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

III. EVALUATION

- A. A systematic plan for on-going evaluation is part of program planning and implementation. An on-going evaluation process will be established by the Local Advisory Committee on Gifted Education. Each site plan will provide an evaluation process. Previous evaluations will be the basis for site planning.
- B. Students, teachers, parents and administrators will annually evaluate gifted education programming at each school site. Evaluation results will be communicated in a timely and meaningful way to program decision makers at the site 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 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 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. (70 O.S. 1210.308[A])
- D. The first meeting will be called by the superintendent no later than October 1 of each year. At this meeting, the committee will be subject to the provisions of the Oklahoma Open Meeting Act.
- E. The 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 Meeting Act.
- F. The school district will furnish staff who have 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 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 EDUCATIONAL PROGRAM STAFF

A. Qualification of staff:

1. Teachers hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included 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 shall participate in inservice training or college training designed to educate and assist them in the area of gifted education each year.
4. Gifted educational program coordinators shall participate in inservice training or college training designed to educate and assist them in the area of gifted education each year.
5. Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students each year.

B. 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 are 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.
4. Under the direction of the district coordinator for gifted education programming, an organizational document will be developed at each site 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, inservice 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.
- c. 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

- A. Each site coordinator for gifted educational programming, in conjunction with the site committee and administration will prepare a budget for gifted educational programming as a part of the site gifted plan.
- B. The district coordinator for gifted educational programming, in conjunction with the superintendent and local advisory committee, a district budget for gifted education programming.
- C. The district budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required.
- D. The budget for gifted educational programming will be approved by the board of education before filing with the State Department of Education.

VII. EXPENDITURES REPORT

- A. An expenditures 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.