GIFTED EDUCATION PLAN

Dr. Tom Deighan
Superintendent

APPROVED 2018
STATE DEPARTMENT OF EDUCATION
LAWTON BOARD OF EDUCATION
Introduction

The Lawton Public Schools is student-centered. We believe that all children should have the opportunity for the best instructional program possible and that all students should be provided equity of educational opportunities. Because some students have special educational needs, the district will provide educational programs which are designed to provide the experiences necessary for those students identified as “Gifted and Talented.”

The mission of the gifted program of the Lawton Public Schools is to develop and challenge those students who give evidence of high performance capability as defined by state law in the areas of:

- Intellectual Ability,
- Creative Thinking Ability,
- Leadership Ability,
- Visual and Performing Arts Ability and
- Specific Academic Ability.

District Gifted Program
357-6900
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A. Advisory Committee on Gifted Education

Members of the Gifted Advisory Committee are a broad representation of the community, and are selected according to the requirements of state law.

The Gifted Advisory Committee assists in the formulation of district goals for gifted education, the development of the district plan for gifted child educational programming, the preparation of the district expenditures report on gifted child educational programming and performs other advisory duties as requested by the Board of Education.

The Gifted Advisory Committee is appointed or reappointed by the district Board of Education by September 15 of each school year. Members serve two-year terms. The first meeting of the Advisory Committee will be called by October 1 of each year, and will meet at other times as necessary. At the first meeting of each year the committee will elect a chair and vice-chair.

The Gifted Advisory Committee will consist of three to eleven members. The Board of Education will appoint all members, at least one-third of whom will be selected from a list of nominations submitted by organizations whose purpose is advocacy for gifted and talented children. Committee members will consist of parents of children identified as gifted, and community members who may be, but are not required to be, parents of students within the district.

District personnel knowledgeable of gifted programming and practices will be appointed to serve on the committee. Other district personnel will be available to advise the committee when needed. Space for meetings will be provided by the district. All meetings of the advisory committee are subject to the provisions of the Oklahoma Open Meeting Act.

B. Advertisement of the Gifted Program

The public will be informed about the gifted and talented program through the district elementary and secondary student handbooks. The Gifted Education Plan will be made widely available, and will be available upon request to the community. Nonimation forms are available on Lawton Public Schools website: www.lawtonps.org.

C. Identification for Gifted Programming

The process of identifying students for the gifted and talented program will accommodate the pluralistic population and diverse talents of the students in the Lawton Public Schools. The procedures used in the identification of gifted students will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition. Identification of gifted students is an ongoing process extending from school entry through grade twelve. Opportunities will be provided for students to be considered for placement in gifted programs throughout the school experience.
D. Gifted and Talented Identification: Nomination, Screening, Identification, Placement, Exit Procedure

Gifted and Talented Nomination Forms are available in the principal’s office and on the LPS website. Gifted educational programming is a part of the school schedule. The site coordinator for gifted education will facilitate an ongoing process of nomination, screening, identification and placement.

I. Nomination

Nominations of students for the Gifted and Talented Program will be accepted from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered:

- Professional educators
- Parents
- Community members
- Peers
- Self
- Others as appropriate

II. Screening

Data needed for identification will be collected on nominated students to aid in making decisions for selection of students who are in need of gifted educational programming:

- Standardized ability and achievement tests
- Student achievement within the curriculum
- Student work portfolios
- Student achievement outside the school’s curriculum
- Capability areas:
  1. Creative Thinking Ability
  2. Leadership Ability
  3. Visual and Performing Arts Ability

- Other information as needed:
  1. A score at or above the 97th percentile on a nationally standardized test of intellectual ability results in automatic placement into appropriate gifted programming options with parental approval. If a student fails to qualify in the area of intellectual ability with the first test, parents may request an additional evaluation at no cost.
  2. Student placement decisions in the capability areas (Creativity, Leadership, Visual and Performing Arts) will be based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from gifted educational programming.
3. Uniform identification procedures will be used to identify students for gifted educational programming options.
4. Evaluation of the appropriateness of a student’s placement in gifted educational programming will be ongoing.
5. Strict confidentiality procedures will be followed.
6. The identification and placement process includes parental involvement. Parents must give written permission for individual testing.

III. Identification

Indentification of gifted students is an ongoing process extending from school entry through grade twelve. Once identified, students will be provided an appropriate differentiated education within three weeks. The building principal is ultimately responsible for the differentiation of the educational program at his/her school. The professional staff of each site will provide opportunities and services which differentiate, supplement and support the regular educational program in order to meet the special needs of students identified as gifted and talented.

Parents will be given written notice that their child has been identified for placement in gifted educational programming. Parents will be provided a summary of the gifted programming options available to their child. Gifted and talented identification is valid for the student’s entire educational experience.

IV. Placement

After data has been analyzed, the site committee will select the appropriate programming options based on students’ educational needs, interests, and/or ability and will make placement decisions. Parent and student will be involved in placement decisions. Parents may appeal a placement decision with:

A. The site committee
B. The site principal
C. The district gifted program coordinator

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. A record of placement decisions and data on all nominated students will be maintained for a minimum of five years or for as long as needed for educational decisions for any student who was nominated, screened and who subsequently did not meet the requirements of the gifted and talented program. “NOT IDENTIFIED” will be clearly and appropriately noted on the Individual Programming Option Sheet. Record of nomination, to include the gifted nomination form, will be filed in the same location as the gifted folders. Record of nomination will not be placed on a student’s permanent record, transcript or guidance folder. Strict rules of confidentiality must be observed. Students may be nominated again at any time. Transfer students who were identified as gifted and talented in another school district will be considered for gifted status by the site committee. Once a new student has met the requirements of the gifted program of the Lawton Public Schools, he/she will be placed in Lawton Public Schools gifted educational program within three weeks.
V. Exit Procedures From The Gifted And Talented

Students who have been identified as gifted or talented will be evaluated annually.

When considering the removal of a student from being identified as gifted, special attention will be given to the reasons for non-performance. Throughout the process, the focus will be on meeting the social, emotional, and academic needs of the student. A student will not be removed from being identified as gifted or talented based on poor academic performance or inappropriate behavior alone. Once a student has been identified as gifted he/she may remain as long as it is beneficial to the student.

A student may refuse gifted services, but remain identified as gifted. Also, a parent may request in writing that the student no longer be identified as gifted.

Lawton Public Schools

Student Placement Review Date _____________________________
Student ___________________________________________ Date of Birth ____________________________
Address _____________________________________________ Age __________________
Parent/Guardian ___________________________ Home Phone ____________ Work Phone ____________
Student's area(s) identified as gifted: ______________________________________________________
________________________________________________________
________________________________________________________

The following committee members have met regarding Gifted Education Options. The consensus of this committee is that the student named above:

__________ 1. Shall be provided gifted services
__________ 2. Shall not be provided gifted services
__________ 3. Shall no longer be identified as gifted

Reason for decision:
________________________________________________________
________________________________________________________
________________________________________________________

Comments:
________________________________________________________
________________________________________________________
________________________________________________________

Signatures
Parent/Guardian__________________________________________________________
Principal ________________________________________________________________
Classroom Teacher _________________________________________________________
School Counselor __________________________________________________________
GT Coordinator ____________________________________________________________
E. English Language Learner Students

English Language Learner Students enrolled in the English as a Second Language classrooms will be administered a nonverbal intelligence test by the ESL education faculty. Parental permission is required prior to testing. Students scoring in the top three percentile will qualify for gifted status.

F. Programming Options

The professional staff of each school will provide programming which meets the special needs of students identified as gifted and talented in their building. The goal of comprehensive programming is to provide appropriate differentiated educational opportunities for all students modified in pace, breadth and depth that include multiple programming options and curriculum. The school site program may include any appropriate option but is not limited to any of the options. Appropriate programming for gifted students may include many options designed to meet the needs of the student. Some options are available only at particular grade levels. These programming options may also be appropriate for able learners who have not been identified as gifted.

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. Students will be placed in programming options based on their abilities, needs and interests.

Gifted child educational programming is ongoing and a part of the school schedule. Differentiated education will be in place within three weeks of the beginning of the school term. Curriculum for the gifted extends or replaces the regular curriculum. Curriculum is differentiated in content, process and/or product. Content is differentiated in breadth, depth and/or pace. Processes for gifted students stress creativity and higher level thinking skills. Curriculum is planned to assure continuity. A parent conference must be held prior to a student’s exit from a particular programming option or options.

Academic and Creative Competitions - Opportunities for students to enter local, regional, state or national contests in a variety of areas such as Duke Talent Search.

Academic and Creative Thinking Skills (ACTS) - Specialized optional pull-out program for fourth and fifth grade intellectually gifted students. Students attend one day each week, and are not required to make up work missed while at ACTS.

Acceleration - Students progress through the curriculum and/or grade levels at a rate faster than the average.

Advanced Placement (A.P.) - College-level courses available to senior high students meeting specific criteria of the individual department. Students may receive college credit by examination. Advanced content courses are noted on student transcripts.

Cluster Grouping - Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction.
**Concurrent Enrollment** - Qualified students may enroll in college courses concurrently while in high school according to district and university guidelines.

**Correspondence Courses** - This option allows high school students to satisfy accredited goals through an approved university.

**Cross-Grade Grouping** - Opportunity for a student to work in advanced grade-level settings.

**Curriculum Compacting** - 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 appropriate enrichment and/or acceleration experiences.

**Decathlon** - Academic competition for high school students.

**Differentiated Curriculum** - Curriculum designed to meet the needs of high-ability students which is differentiated according to content, process and product.

**Differentiated or Enriched Classes** - Differentiated curriculum and accelerated content designed for able students.

**Elective Courses** - Gifted students’ needs in the areas of visual arts, performing arts and leadership are met through a variety of curricular offerings: band, orchestra, vocal music, art, leadership classes, etc.

**Enrichment 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. This curriculum is made up of learning experiences with greater depth and/or breadth for the student who understands abstract ideas, enjoys complexity and has either a deep or a wide range of interests.

**Guidance and Counseling** - Assists students with information about entrance examination, scholarships and other options available in planning their academic careers. Addresses the specific social-emotional needs of the gifted to include under-achievement.

**Guided Research** - Students engage in guided research.

**Honors Classes** - Available to secondary students who are highly motivated and have the ability to perform successfully in an accelerated course.

**Independent Study** - Individually contracted in-depth study of a topic within the classroom.

**Interest-Based Independent Study** - Students are encouraged to pursue their own interests with support and guidance from the teacher.

**Learning Centers** - A designated area designed to enrich or accelerate students’ interests in a given content area.
**Mentorship Program** - High school upperclassmen and the high school gifted and talented facilitator work with local professional people in order to expose students to high-level careers. The student receives high school credit.

**OSSM (Oklahoma School of Science and Mathematics)** - OSSM provides collegiate-level science and math curriculum for academically advanced high school students.

**Proficiency-Based Promotion Test** - Students advance through grade/level/subject by demonstrating proficiency at the ninety per cent level or higher. Contact District Testing Coordinator for information.

**Seminars (enrichment workshops, etc.)** - This option is made available on a limited basis to secondary students.

**Teacher Guided Research** - Classroom teacher assists student with research.

### G. Gifted and Talented File Folder

The site coordinator will maintain an individual file for each identified student enrolled in his/her school. The “Gifted and Talented File Folder” must be maintained throughout the child’s school career and must move with the child from grade to grade. The Gifted and Talented Folder must be filed separately from other records and must contain:

A. The Individual Programming Option Sheet (I.P.O.S.)
B. A copy of the Letter to Parents notifying them of their child’s gifted placement
C. A copy of the test results that resulted in gifted and talented placement (only if placed by test score)
D. Evidence of the method of placement if other than test scores
E. LPS Gifted Program Matrix
F. Classroom Enrichment Calendar

The Gifted and Talented File Folder could also contain:

A. Contests entered
B. Contest results
C. Field trips for gifted and talented students
D. Other evidence of participation in gifted and talented activities
H. Roles and Responsibilities of Staff

**Board of Education** - Elected representatives of the community.

**Superintendent** - Works with the advisory committee, oversees the district coordinator who files reports and information as required by the State Department of Education relative to gifted educational programming.

**Gifted and Talented District Coordinator** - Works with the advisory committee. Files the district report on gifted programming. Submits information as required by the State Department of Education, including the yearly gifted child count. Prepares the district gifted and talented budget in conjunction with the gifted advisory committee and the superintendent. Files other reports and information as are required by the State Department of Education relative to gifted educational programming.

**Gifted Advisory Committee** - Assists in the formulation of district goals and the district gifted educational plan in conjunction with the gifted and talented coordinator and superintendent. Performs other duties as requested by the Board of Education.

**Site Principal** - Coordinates gifted educational programming. Insures that the teaching staff understands that the responsibility to provide differentiated programming for gifted students lies with the classroom teacher. Works with the site committee coordinating gifted educational programming and completes such reports and information as required by the district coordinator for gifted educational programming. Assists the district coordinator with the yearly gifted child count.

**Gifted Site Coordinator** - Works with the site committee. Assists the principal in coordinating the site programming options and with reports and information as required by the district coordinator. Assists the district coordinator with the yearly gifted child count.

**Gifted Site Committee** - Works with the site principal and site coordinator to screen and identify gifted students. Assists in coordinating gifted educational programming and with reports and information as required by the principal and site coordinator.

**Teaching Staff** - Responsible for providing differentiated programming for gifted students. Implements appropriate programming options. Teachers with direct involvement with gifted and talented students will participate in training to assist them in gifted education.

I. Qualifications of Gifted Educational Program Staff

Teachers hold a valid Oklahoma teaching certificate appropriate to the grade levels included in the program.

Gifted educational program coordinators hold a valid Oklahoma teaching certificate, and will participate in inservice or college training designed to educate and assist them in the area of gifted education.

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.
Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students.

**J. Expenditures Report**

A report of district gifted and talented expenditures will be submitted to the State Department of Education by August 1 of each year. Expenditures will be coded to the gifted program using the Oklahoma Cost Accounting System Coding Methods and Procedures.

**K. Evaluation**

The Gifted Education Advisory Committee will set aside one meeting a year at which parents and other community members may speak and express themselves concerning gifted educational programming. Data for evaluation are obtained from a random sample taken from district personnel and the community. Evaluation findings are communicated to appropriate audiences.

Student process is accessed with attention to mastery of content, higher level thinking skills, and creativity. The evaluation process provides accurate, timely and relevant information to decision-makers for improving programming options to gifted students. Programming options are evaluated whenever programming options are planned. Identification, staff development, programming options, curriculum and community involvement are evaluated.

**L. Definition of Terms**

**Visual and Performing Arts Ability** - The ability to excel in any imaginative art form, including, but not limited to, drawing, painting, printmaking, sculpture, jewelry-making, music, speech, debate or drama. The site staff is encouraged to develop methods of identifying students with Artistic Ability.

**Confidentiality** - All student information will be maintained in accordance with the strict rules and regulations provided by law and the district.

**Creative Thinking Ability** - Refers to students who show imagination or inventiveness. Students with creative ability can discover new solutions to problems, see new relationships, find new modes of artistic expression, or new and better ways of achieving goals. The site staff is encouraged to develop methods of identifying students with Creative Ability.

**Gifted Programming Options** - 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 child.

**Gifted and Talented Children** - Students identified at the elementary and secondary level as having demonstrated high-performance capabilities and who need differentiated or accelerated education or services.
**Identification** - The process through which students qualify for the gifted program.

**Individual Programming Option Sheet (I.P.O.S.)** - Form used to record a student’s area of giftedness, test scores and program options. The school will mail a copy of the I.P.O.S. to the parents of all identified students at the beginning of each year.

**Intellectual Ability** - Students who at any time scored at or above the 97th percentile on a nationally standardized test of intellectual ability. Students scoring at or above the 97th percentile qualify for automatic placement in gifted programming regardless of other factors.

**Leadership Ability** - Refers to students who show the ability to lead. Leadership may be displayed in a variety of ways: academics, behavior, athletics, student council, civic responsibility. The site staff is encouraged to develop methods of identifying students with Leadership Ability.

**Nomination** - Any teacher, parent, student or community member may nominate any student for the gifted educational program. Once nominated, the student’s records will be screened for evidence of giftedness.

**Parent** - A parent, legal guardian or person legally responsible for the child’s welfare.

**Placement** - The process of selecting the appropriate programming options for each identified student. Appropriate placement for each gifted and talented student will be determined by the site committee and the student’s parent.

**Screening** - The process by which students are evaluated to determine giftedness as defined by state law.

**Site Committee on Gifted Education** - Will consist of the site principal or designee, the site gifted and talented coordinator and a teacher who is a “specialist” in the area of giftedness to be determined. The site committee may also include the parent of the student, counselor, librarian, student and other certified staff. The site committee will have no fewer than three members. The site committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with the gifted educational plan, State Board of Education regulations and state statutes.

**Site Coordinator for Gifted Education** - Site principal or designee charged with the ongoing process of screening, identification and placement of students in gifted educational programs.

**Specialist** - Educational professional, usually a teacher, with specialized training or expertise in a specific area. This person is an advisor in regard to the student’s potential ability and placement in the gifted program in the specialist’s area of expertise; for example: specific academic area, visual art or performing arts.

**Specific Academic Ability** - Students who excel in one or more academic areas, such as math, English, etc. High achievement test sub test scores and/or high grades in specific subject areas.
**M. Academic Nomination Form**

The Nomination Form must be kept on file in the identified student’s Gifted and Talented File Folder. Nomination forms for students nominated and not identified will be filed near the Gifted and Talented Folders.

### LAWTON PUBLIC SCHOOL

**GIFTED PROGRAM NOMINATION INVENTORY**

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>School</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Person completing this form: ________________________ Teacher _____ Parent _____ Other _____

Disregarding test results, would you rank this pupil in the upper 3 percent of his class in academic performance? Yes _____ No _____

In your opinion, is this child gifted? Yes _____ No _____

Is performance consistent with results of standardized tests? Yes _____ No _____

<table>
<thead>
<tr>
<th>ITEMS TO BE EVALUATED</th>
<th>Rating Scale</th>
<th>ITEMS TO BE EVALUATED</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Possessions a comfortable knowledge of basic skills and factual information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoys learning, learns rapidly</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Persistence (Has the ability and desire to follow through on work; concerned with competition; able to see a problem through)</td>
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<td></td>
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<tr>
<td>In own interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In assigned tasks</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Intellectual curiosity (Pursues interests primarily to understand or satisfy curiosity; questions the common, ordinary, or the unusual; wants to know how and why; generates questions of his own, in connection with personal interests or group concerns)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Enjoy the challenge of difficult problems, issues, and materials</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Is alert, perceptive, and observant beyond his years; aware of many stimuli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has advanced vocabulary for age or grade level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency of ideas (Produces a large number of ideas or products, often very quickly)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total each column</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average of column totals (divide total by 16 to get average)
### LAWTON PUBLIC SCHOOLS
### GIFTED PROGRAM MATRIX

#### Student Information
- **Student Name:** ____________________
- **Grade:** ____________________
- **School:** ____________________
- **Date:** ____________________

#### Nationally Standardized Test of Intellectual Ability

<table>
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<tr>
<th>Category</th>
<th>2 pts</th>
<th>4 pts</th>
<th>6 pts</th>
<th>8 pts</th>
<th>10 pts</th>
<th>12 pts</th>
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<tr>
<td></td>
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<td>category 2</td>
<td>category 2</td>
<td>category 2</td>
<td>category 2</td>
<td>category 1</td>
</tr>
</tbody>
</table>

- **Test Name:** ____________________
- **Date:** ________  **Score:** ________

#### Two Oklahoma Tests

<table>
<thead>
<tr>
<th>Test Category</th>
<th>2 pts</th>
<th>4 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficient</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

1. **Math/Algebra I/Geometry**
- **Advanced:** ________
- **Proficient:** ________
- **Date:** ________

2. **Reading/English II**
- **Advanced:** ________
- **Proficient:** ________
- **Date:** ________

3. **Science:** ________
- **US History:** ________

#### Achievement as demonstrated on

<table>
<thead>
<tr>
<th>Test Category</th>
<th>1 pts</th>
<th>2 pts</th>
<th>3 pts</th>
<th>4 pts</th>
<th>5 pts</th>
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<tr>
<td></td>
<td>85-87 PR</td>
<td>88-90 PR</td>
<td>91-93 PR</td>
<td>94-96 PR</td>
<td>97-100 PR</td>
</tr>
</tbody>
</table>

1. **ACHIEVEMENT TEST**
- **Name of test:** STAR 360
- **Total Math:** ________
- **Total Reading:** ________

2. **ACT test**
- **Date:** ________
- **Math:** ________
- **Reading:** ________

3. **PSAT & Pre ACT**
- **Date:** ________
- **Math:** ________
- **Verbal:** ________

#### Recommendation:
- **Self, peer, parent, teacher, average score:**
- **Nomination forms need to be completed by at least 2 teachers. All forms averaged.**

<table>
<thead>
<tr>
<th>Column Totals</th>
<th>1 pts</th>
<th>2 pts</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2.5-3.4</td>
<td>3.5-4.0</td>
</tr>
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</table>

#### Gifted Committee Approval:
- **Nomination forms need to be completed by at least 2 teachers. All forms averaged.**

- **Creativity:** ________
- **Leadership:** ________
- **Performing Arts:** ________
- **Visual Arts:** ________

#### Overall Total
- **Category 1(97%)** ________
- **OR** **Category 2** ________

**Total of 12 or greater recommends placement**
N. Parental Notification

Each year the school site will notify in writing the parent of new students identified as gifted and talented. A parent conference may be held with the parent of a student identified for the first time. The Individual Programming Option Sheet and the Parent Letter will be used as written notification and will serve as a description of the program to be offered the student. At the elementary level the Individual Programming Option Sheet will be updated annually.

A copy of the Parent Letter and the Individual Programming Option Sheet must be in the student’s gifted file to serve as documentation of parental notification.

The school site may use the following sample notification letter:

O. Letter to Parent

(School Letterhead)

Date _____________________

Student’s Name _____________________________________

Dear Parent:

We are pleased to inform you that your child has been identified as eligible to participate in the Lawton Public Schools’ Gifted and Talented Program. The mission of the gifted program of the Lawton Public Schools is to develop and challenge gifted students. Students are identified on the basis of several different criteria.

“Gifted education” means those special instructional programs, honors and advanced placement classes, 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 child. See the enclosed Individual Programming Option Sheet for additional information about Lawton Public Schools gifted program.

Parents are an integral part of their child’s educational program, and we welcome your support. For additional information concerning your child’s placement and programming options in the gifted program, contact your child’s principal, , at (school name and telephone number).

Thank you.

Sincerely,

Principal and/or Gifted and Talented Coordinator School
P. Individual Programming Option Sheet

LAWTON PUBLIC SCHOOLS
GIFTED & TALENTED PROGRAM

ELEMENTARY INDIVIDUAL PROGRAMMING OPTION SHEET (I.P.O.S.)

Student’s Name________________________________School____________________Grade______Date________

[  ] Student did not meet criteria for admission to Gifted and Talented Program.

[  ] Student did meet the criteria for admission to Gifted and Talented Program.

Category   I. a. Intellectual (at or above 97th percentile)

Category   II.  b. Creative Thinking Ability
c. Leadership Ability
d. Visual and Performing Arts Ability
e. Specific Academic Ability

_________________________________  _________________
Name of test      date

_________________________________  _________________
Name of test      date

_________________________________              _________________
Name of test      date

Options for student’s gifted educational program

Academic competitions  Differentiated Curriculum  Instrumental Music
Acceleration of content  Elective Courses  Learning Centers
ACTS (4th & 5th Grade)  Enrichment in Regular Class  Proficiency-Based Promotion
Cluster Grouping  Foreign Language  Teacher-Guided Research
Computer Lab  General Music  Workshops, Enrichment
Cross-Grade-Grouping  Guidance and Counseling  Duke 4th-6th Grade Talent Search
Curriculum Compacting  Guided Research  Other_________________

Additional Comments

________________________________________________________________________
Parent Signature

________________________________________________________________________
Home School Teacher                     Site Gifted & Talented Coordinator
(principal or designee)

Signature confirms that parent has been notified and that all G/T procedures have been properly followed.
Student’s Name ________________________________ School ___________ Grade ______ Date ________

[ ] Student did not meet criteria for admission to Gifted and Talented Program.

[ ] Student did meet the criteria for admission to Gifted and Talented Program.

Category: I. a. Intellectual (at or above 97th percentile)

Category: II. b. Creative Thinking Ability
c. Leadership Ability
d. Visual and Performing Arts Ability
e. Specific Academic Ability

Name of test __________________________________ date _________________

Name of test __________________________________ date _________________

Name of test __________________________________ date _________________

Options for student’s gifted educational program:

__ Academic Competitions __ Cluster Grouping __ Guidance and Counseling
__ Academic Teams __ Learning Centers __ Enrichment Field Trips
__ Acceleration of Content __ Computer Labs __ Organization, Clubs
__ Honor's Courses __ Foreign Language __ Student Government
__ Explorations Class (6th Grade) __ Creative Writing __ Seminars/Workshops/Enrichment
__ Cross-Grade Grouping __ Elective Courses __ Summer Enrichment
__ Curriculum Compacting __ Instrumental Music __ Proficiency-based Promotion
__ Differentiated Curriculum __ Vocal Music __ Duke 4th-6th Grade Talent Search
__ Enrichment in Reg. Class __ Visual Art __ Duke 7th Grade Talent Search
__ Independent Studies __ Speech, Drama, Debate __ Other: ____________________
__ Guided Research __ Yearbook
__ Pull Outs

[ ] Student’s current class schedule __________________________ Additional Comments: ____________________________

________________________________________________
Site Gifted & Talented Coordinator
(principal or designee)

Signature confirms that parent has been notified and that all G/T procedures have been properly followed.
R. Individual Programming Option Sheet

LAWTON PUBLIC SCHOOLS
GIFTED & TALENTED PROGRAM

HIGH SCHOOL INDIVIDUAL PROGRAMMING OPTION SHEET (I.P.O.S.)

Student’s Name ________________________________ School __________________ Grade ______ Date ______

[ ] Student did not meet criteria for admission to Gifted and Talented Program.

[ ] Student did meet the criteria for admission to Gifted and Talented Program.

Category: I. a. Intellectual (at or above 97th percentile)

Category: II. b. Creative Thinking Ability
c. Leadership Ability
d. Visual and Performing Arts Ability
e. Specific Academic Ability

_________________________________  _________________
Name of test      date

_________________________________  _________________
Name of test      date

_________________________________             _________________
Name of test      date

Options for student’s gifted educational program:

__ Academic Competitions    __ Curriculum Compacting    __ Visual Art
__ Academic Teams           __ Guided Research        __ Speech, Drama, Debate
__ Quiz Bowl                __ Differentiated Curriculum __ Yearbook
__ Acceleration of Content  __ Elective Courses          __ Foreign Language
__ Advanced Placement (AP)  __ Enrichment in regular classes __ Journalism
__ Concurrent Enrollment    __ Cluster Grouping          __ Creative Writing
__ Cross-Grade Grouping     __ Learning Centers       __ Student Government
__ Honor's Courses          __ Computer Lab            __ Organizations, Clubs
__ Correspondence Courses  __ Counseling and Guidance __ Seminars/Workshops/Summer Enrichment
__ Proficiency-Based Promotion __ Vocal Music  __ Other
__ Independent Studies      __ Instrumental music

☐ Course Schedule       Additional Comments:

__________________________
Site Gifted & Talented Coordinator
(principal or designee)

Signature confirms that parent has been notified and that all G/T procedures have been properly followed.
S. **Annual Deadlines**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1</td>
<td>Expenditures Report due to State Department of Education</td>
</tr>
<tr>
<td>September 15</td>
<td>Board of Education approves membership of Gifted Education Advisory Committee</td>
</tr>
<tr>
<td>October 1</td>
<td>Superintendent calls first meeting of the Gifted Advisory Committee on or before this date each year</td>
</tr>
<tr>
<td></td>
<td>Chair and Vice-Chair elected</td>
</tr>
<tr>
<td>October 15</td>
<td>Updated Gifted Education Plan due to State Department of Education</td>
</tr>
<tr>
<td></td>
<td>Updated Budget due to State Department of Education</td>
</tr>
<tr>
<td>October 15</td>
<td>Gifted Child Count due to the State Department of Education</td>
</tr>
</tbody>
</table>

T. **Program Monitoring**

The State Department of Education will monitor twenty-five randomly selected districts, as well as districts with extraordinary numbers of identified students, identified students who as a group are not representative of racial and socioeconomic demographics, unusual budget reports, inappropriate implementation policies or questionable gifted child programming.

U. **Budget**

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

The district budget for gifted educational programming will be prepared and submitted on the forms required by the State Department of Education.
V. Lawton Public Schools’ Talent Identification

Nomination Form

DANCE

Student’s Name__________________________________________________  Grade____________  Date__________________
School__________________________________________  Male_____  Female_____  Ethnicity__________________________

ABILITIES:
1. Incorporates aesthetic elements into his/her own choreography and performances.
2. Responds freely through movement to stories, poems, pictures, music, prompts, cues, etc.
3. Adapts to contrasting time elements (moves to various beats, pulses, and tempos).
4. Uses improvisational dance as a means of creative expression.
5. Develops creative works to express thoughts, theme, or a reaction to a stimulus.
6. Demonstrates imitative ability and originality in rhythm, movement, and bodily control.
7. Possesses a sense of rhythm and is well coordinated.

KNOWLEDGE:
1. Performs and understands various dance philosophies and dance genres
2. Organizes creative ideas into movement patterns
3. Designs and executes ideas, themes, and compositions through the mode of dance
4. Learns an 8 count quickly, easily, and retains what is learned
5. Recognizes the multicultural dimension of dance as cultural expressions

INTEREST:
1. Spends school time and leisure time in dance activities and/or productions
2. Attends and/or participates in local dance productions
3. Demonstrates sustained concentration for long periods of time
4. Sets high standards for self and others
5. Participates in choreographed dances alone or in a small group, using kinesthetic memorization tactics, recognizing rehearsal sequences

List dance performances, productions, recitals, workshops, etc. ______________________________________________________
_______________________________________________________________________________________________________
________________________________________________________________________________________________________

List dance awards received:_________________________________________________________________________________
________________________________________________________________________________________________________

Yes = 1 pt   Nomination is 80% of the Total  14 17

Nominator___________________________________________________  Job Position_________________________________

Gifted Committee Approval___________ Gifted Committee Will Continue to Monitor ___________

Date____________________________________________________________________________________________________

- 18 -
Nomination Form

CREATIVE WRITING

Student’s Name__________________________________________________  Grade____________  Date__________________

School__________________________________________  Male_____  Female_____  Ethnicity__________________________

<table>
<thead>
<tr>
<th>ABILITIES:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expresses thoughts, opinions, and actions effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is original in approach to a topic or subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Works independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is able to redefine and analyze their writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Exhibits a sense of humor and/or imagination</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates proper structure in written work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Uses a large vocabulary with accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understands abstract ideas readily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Recognizes relationships and implications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses literary conventions accurately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Employs fresh and appropriate language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Creates organized, logical, and sequential elements into their writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEREST:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows initiative; is a self-starter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Follows through and completes tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Spends leisure time writing and composing in various genres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Seeks venues to “publish” work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes = 1 pt  Nomination is 80% of the Total 13\/16

What is the main writing media of student?

_____________________________________________________________________
_____________________________________________________________________
Awards
Published writing
Comments:

Nominator___________________________________________________  Job Position________________

Gifted Committee Approval for Identification_______  Gifted Committee Will Continue to Monitor_____

Date_____________________________________________________________
Nomination Form

LEADERSHIP

Student’s Name__________________________________________  Grade____  Date________

School__________________________________________  Male____  Female____  Ethnicity__________________________

<table>
<thead>
<tr>
<th>ABILITIES:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is assertive in group activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Communicates well with peers and adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adapts readily to new situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is flexible in thought and actions, can think “outside the box”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is persistent and task-committed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Imparts confidence to others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perceives and expresses the feelings of the group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Accepts the discipline and responsibility of leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Uses the strengths of others to accomplish a goal or task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Can look ahead to the end result of a decision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is often asked for ideas and suggestions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Can break apart a task in order to delegate and organize efforts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEREST:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows initiative; is a self-starter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Follows through and completes tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is often involved in group problem-solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Participates in extracurricular leadership activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates integrity and character</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Shows interest in others’ opinions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Discerns and implements advice from others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Puts the common cause above individual interests</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes = 1 pt  Nomination is 80% of the Total $\frac{16}{20}$

In what leadership activities does this student participate?________________________

____________________________________________________________________________________

In what ways does this student demonstrate leadership ability?________________________

____________________________________________________________________________________

Comments:__________________________________________________________________________

Nominator__________________________________________  Job Position________________________

Gifted Committee Approval for Identification_______  Gifted Committee Will Continue to Monitor_____

Date__________________________________________

- 20 -
Nomination Form
SPEECH AND DRAMA

Student’s Name__________________________________________________  Grade__________ Date__________________

School__________________________________________  Male_____  Female_____  Ethnicity__________________________

ABILITIES:
1. Uses originality in interpretations
2. Shows insight into character
3. Maintains character throughout performance
4. Exhibits a sense of timing
5. Works independently and in groups
6. Learns lines rapidly

KNOWLEDGE:
1. Exhibits an understanding of human nature
2. Learns stage areas readily
3. Adapts to different forms of drama readily
4. Exhibits elaborate thinking in improvisations

INTEREST:
1. Spends a great deal of leisure and school time in dramatic activities/ and/or productions
2. Attends local dramatic activities and productions
3. Participates in dramatic activities
4. Exhibits confidence in dramatic ability

Yes = 1 pt    Nomination is 80% of the Total 11/14

Auditioned for :___________________________________________________________________________________________

Performed in production of:_________________________________________________________________________________

Role:___________________________________________________________________________________________________

Contest:_________________________________________________________________________________________________

Rating:__________________________________________________________________________________________________

What is the main dramatic ability of student?___________________________________________________________________

______________________________________________________________________________________

Comments:______________________________________________________________________________________________

________________________________________________________________________________________________________

Nominator___________________________________________________  Job Position_________________________________.

Gifted Committee Approval for Identification______    Gifted Committee Will Continue to Monitor_____

Date____________________________________________________________________________________________________
Nomination Form  
**VISUAL ARTS**

Student’s Name__________________________________________________  Grade____________  Date__________________  

School__________________________________________  Male_____  Female_____  Ethnicity__________________________

<table>
<thead>
<tr>
<th>ABILITIES:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows insight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Follows directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Works independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Has appropriate attention span</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Exhibits flexibility in thinking (sees contradictions and paradoxes)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knows basic art skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Can evaluate own art work and works of others realistically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Creates organized compositional arrangements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Uses dramatic details in art work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses creative ability in the elements of design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. color</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. use of space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. texture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. shape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Uses different media effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Creates visuals to supplement school work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEREST:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spends a great deal of leisure and school time doing art work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is stimulated visually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is self-motivated to create art work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Exhibits pride in own art work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Has interest in art appreciation of the past and present</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes = 1 pt  Nomination is 80% of the Total 14 / 17

What is the main art media of student?________________________________________________________________________
________________________________________________________________________________________________________
Comments:______________________________________________________________________________________________
________________________________________________________________________________________________________
Awards__________________________________________________________________________________________________

Nominator____________________________________________________Job Position__________________________________

Gifted Committee Approves Identification_______  Gifted Committee Will Continue to Monitor_______

Date________________________________________________________
# Nomination Form

**VOCAL AND/OR INSTRUMENTAL MUSIC**

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Male</th>
<th>Female</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ABILITIES:**
1. Develops creative works
   - Examples: (a) creates original rhythmic compositions
   - (b) creates original verse to an existing song
2. Works independently as well as in group ensemble
3. Exhibits leadership qualities
4. Elaborates on assigned tasks
5. Sees many alternatives to musical questions
6. Improvises within an ensemble
7. Expresses musical thoughts through creative body movement

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**KNOWLEDGE**
1. Understands basic music skills
2. Evaluates own music skills
3. Uses creative ability in the elements of music
   - Examples: (a) melody
   - (b) rhythm
   - (c) harmony
   - (d) form
4. Sings/plays expressively, with accurate pitch

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

**INTEREST**
1. Attends musical performances
2. Participates in musical activities outside school setting
3. Spends a great deal of leisure time listening to or performing music
4. Creates original verse or music
5. Exhibits pride in own musical abilities
6. Participates in solo or ensemble contests
7. Demonstrates outstanding ability
   - (a) by being selected to an honor choir, band, or orchestra
   - (b) by earning a superior rating at solo or ensemble contest
8. Participates in professional or amateur community musical performances

<table>
<thead>
<tr>
<th>YES = 1 pt</th>
<th>Nomination is 80% of the Total $\frac{16}{20}$</th>
</tr>
</thead>
</table>

What is the main music media of student?

Comments:

Contest Rating:

<table>
<thead>
<tr>
<th>Nominator</th>
<th>Job Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gifted Committee Approval for Identification | Gifted Committee Will Continue to Monitor

Date

- 23 -