

**NOBLE PUBLIC SCHOOLS
NOBLE, OKLAHOMA
GIFTED EDUCATION PLAN**



Introduction:

An important goal of the Noble Public School District is to identify and provide appropriate educational experiences for gifted and talented students. Gifted and talented children mean those children who give evidence of high performance capability, or may excel in creative thinking ability, leadership ability, visual and performing arts ability, and/or specific academic ability. We believe these students often 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 characteristic of each child
- Expanding the 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
- Structuring learning environments that address the unique needs of gifted students and accommodate a variety of learning rates and or styles

I. Identification of Students for Gifted Education Programming

- A. Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin or handicapping conditions.
- B. Nominations will be gathered from a wide variety of sources including:
 1. Classroom teachers and/or professional educators
 2. Parent
 3. Community members
 4. Peers
 5. Self
 6. Others as appropriate
 7. Testing Methods
- C. Data will be collected on nominated students through:
 1. Standardized group ability tests
 2. Standardized group achievement tests
 3. Other test data as appropriate
 4. Checklists/Matrix
 5. Student work portfolios
 6. Students achievement outside the school's curriculum

7. Other non test information deemed as appropriate
- D. The District Gifted Program Coordinator, Site School Principal, and Site School Counselor will analyze data and make placement decisions at each school.
1. A score of 97% or better 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 parent approval.
 - a. These students will be labeled as Category I, as according to the State Department of Education.
 - b. To insure due process rights for all potentially identifiable and identified gifted students, multi-criteria assessments shall be used and students will not be denied needed programming on the basis of one assessment criterion.
 - c. Students who do not score 97% or higher, but do meet the results of the multi-criteria assessments, will be considered as Category II.
 2. Testing for placement upon teacher recommendation will be conducted prior to October 1st and after May 1st of each school year.
 - a. Students may be retested upon recommendations made by the site council to ensure proper programming options are in place. The site council will consist of the administrator, counselor, resource teacher, classroom teacher, and the parent.
 3. Uniform identification procedures will be used to identify prekindergarten through grade twelve students for specific gifted educational programming options and communicated to the entire staff.
 4. To allow for the unbiased assessment of all cultural and economic backgrounds, a committee will use placement appropriate checklists and other relevant information. The school site principal, counselor, or the gifted program coordinator may authorize the use of alternative assessment procedures when appropriate for the student.
 5. Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities with parental approval.
 6. 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.
- E. Formal identification of gifted students is an ongoing process extending from school entry through grade twelve. Students who show accelerated aptitudes in kindergarten and up to late spring of first grade will not be formally tested; instead they will be provided enrichment opportunities in the regular classroom. Students are

served in various programming options from second grade through grade twelve.

1. Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience.
 2. Identification of students based on a nationally standardized test of intellectual ability will be valid for three years and may be valid for the student's educational experience.
 3. Students, who are identified as Category I in another school district, will only be retested if their performance level does not meet the desired results of the multi-criteria matrix.
 4. Evaluation of the appropriateness of student's placement in gifted educational programming will be ongoing.
 5. Students may be removed from a programming option which is not meeting their educational needs following a conference with the parents.
 6. Students whose needs are not met by current placement will be considered for other programming options which may be more appropriate to their needs.
 7. 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.
 8. 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.
- F. The identification and placement process includes parental involvement.
1. Parents will be asked to grant written permission for individual testing.
 2. Parents may request retesting of their students in the spring of each school year. Retesting will use the district approved test.
 3. Parents will be given written notice that their child has been identified for placement in gifted educational programming.
 4. Parents will be provided with a summary of the gifted educational programming to be offered to their child.
 5. Parents may appeal a placement decision with which they disagree with, after meeting as a team with the District Coordinator, Site Principal, and Site Counselor. Appeals will be made to the Superintendent of Schools.

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 gifted education coordinator, the site principal, and the site counselor 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 educational programming is ongoing and a part of the school schedule. Students will be provided appropriate differentiated education within three weeks of the beginning of the school year.
2. Curriculum
 - a. Curriculum for the gifted extends or replaces the regular curriculum.
 - b. Curriculum is differentiated in content, process, and/or pace.
 - c. Processes for gifted students stress creativity and higher level thinking skills.
 - d. Curriculum is planned to assure continuity.
- B. Appropriate learning opportunities will be provided for identified gifted students at each school site which is an integral part of the total school program.
1. The district will provide curriculum opportunities to allow students to move through the curriculum at the appropriate flexible place, provide differentiated curriculum to meet unique needs, and facilitate academic/social support.
 2. When appropriate, differentiation will occur in content, process, product and learning environment.
 3. Staff development opportunities will be an integral component of the program.
- C. The district plan for educating gifted students will include selections from appropriate flexible pacing, enrichment, academic/social support and staff development. These services may be offered based on availability and on the needs of our students. The following is a list of some of the components that might be incorporated into the district plan.
1. Individualization of Instruction – Instruction of an individual student focused on the specific educational needs of the student.
 2. Proficiency Based Promotion – Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% or better level on designated assessments.
 3. Honors, Differentiated, or Enriched Classes – Include differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.
 4. Instructional Groups – Any group of identified able learners organized to provide planned, differentiated instruction in a curriculum area.
 5. 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.

6. Mentorship – 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 role model.
 7. Seminars – Special short-term sessions where students focus on one area of study.
 8. Creative and Academic Competitions – Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.
 9. Interest Groups – Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.
 10. Independent Study – Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
 11. Differentiated Curriculum – Adapting 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.
 12. Acceleration – Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than average.
 13. Dual Enrollment – Qualified students may take high school level courses while at the Middle School level.
 14. Correspondence Courses – High school courses taken by correspondence through an approved university.
 15. Concurrent Enrollment – Qualified students taking college courses concurrently while in high school.
 16. Advanced Placement Courses – College level courses provided at the secondary level for which students may receive college credit by examination which is administered by the Advanced Placement Program of the College Board.
 17. Guidance and Counseling – Planned activities, sessions and policies that assist gifted and talented students in planning their academic careers in school and after high school. Also addresses the specific social-emotional needs of the gifted, including underachievement.
 18. Duke Talent Search – Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.
- D. Staff development opportunities may be planned for district teachers and administrators to assist in the implementation of programming options.

III. Evaluation

- A. An on-going evaluation process will be established by the Local Advisory Committee. The Noble School District will provide and conduct the evaluation process. Evaluation results will be analyzed and changes made accordingly in the planning of the gifted program.
- B. Students, teachers, parents, and administrators will annually evaluate the gifted educational 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. The following components of the gifted educational program will be evaluated:
 - 1. Identification Process
 - 2. Staff Development
 - 3. Programming Options
 - 4. Curriculum
 - 5. Community Involvement
 - 6. Evaluation
- D. The evaluation process will focus upon the appropriateness of educational programming provided for gifted students.
- E. Data for evaluation will be obtained from a variety of sources.
- F. Student progress will be assessed with attention to the mastery of content, higher level thinking skills, and creativity.

IV. Local Advisory Committee

- A. The Local Advisory Committee (LAC) members will be appointed by the Board of Education upon the recommendation of the Superintendent. The committee will consist of at least three, but no more than eleven members. At least one third of who shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.
- B. The LAC will be demographically representative of the community.
- C. The LAC will be appointed no later than September 15th of each year for two year terms. The committee will include parents of children identified as gifted/talented and community members who may be, but are not required to be, parents of students within the district.
- D. The first meeting will be called by the Superintendent or designee no later than October 1st of each school year. At the meeting, the committee will elect a chairperson, a vice-chairperson, and a secretary to record minutes.
- E. The LAC will meet at other times during the year as necessary in a meeting space provided by the District. All meetings of the LAC shall be subject to the provisions of the Oklahoma Open Meeting Act.
- F. The School District will provide staff that has training in gifted education who will serve on the LAC.

- G. The LAC will assist in the formulation of district goals for gifted education, assist in the development of the district plan for gifted educational programming, assist in the preparation of the district report on the gifted program and perform other advisory duties as requested by the Board of Education.

V. Qualifications and Responsibilities of Gifted Educational Program Staff

- A. Gifted educational program staff will have the following qualifications:
 - 1. Teachers will hold a valid Oklahoma teaching certificate appropriate to the grade levels included in the program.
 - 2. Gifted educational program coordinators will hold a valid Oklahoma teaching certificate.
 - 3. Teachers whose duties include direct involvement with gifted/talented students may participate each year in in-service opportunities or college courses designed to provide information about gifted education.
 - 4. Gifted educational program coordinators may participate each year in in-service opportunities or college courses designed to provide information about gifted education.
 - 5. Administrators responsible for gifted educational programming may attend yearly professional development related to the educational needs of gifted students.
- B. Gifted educational program staff will have the following responsibilities:
 - 1. The Superintendent or District Coordinator for the Gifted Educational Program will be responsible for working with the LAC, overseeing the site gifted programming, and filing such reports/information as are required by the State Department of Education relative to the Gifted Educational Program in the District.
 - 2. Under the direction of the District Coordinator for the Gifted Educational Program, an organizational document will be developed at each site which clearly delineates roles, responsibilities and coordination procedures in regard to gifted educational programming options.
 - 3. Delivery of learning activities will be addressed by both the regular classroom teachers and the gifted education specialist. They will work closely together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic/social support when needed.
 - a. Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breath, and depth.
 - b. The Gifted Education Specialist, when one is provided by the District; will provide professional support through modeling, consultation, co-teaching, collaborative problem solving, in-

service opportunities and assisting classroom teachers in finding and securing resource material.

- c. The District Gifted Program Coordinator, school counselor and gifted program teacher are responsible for coordinating gifted student identifications, monitoring student progress, and the maintenance of student records.

VI. Budget

- A. The District Coordinator will prepare, in conjunction with the Superintendent and the LAC, a district budget for gifted educational programming.
- B. The district budget for gifted educational programming will be prepared on the forms required by the State Department of Education and submitted as required.
- C. 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 1st of each year.
- B. The report will outline the expenditures made by the District during the year for gifted educational programming.
- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.