



## **Gifted and Talented Educational Program Plan Deborah Brown Community School**

### **Introduction**

An important goal of DBCS 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 an appropriate pace.

Providing differentiated curriculum to meet unique needs.

Appropriately matching the programs and support services to the individual and;

Creating 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 educational programming**

#### **A. Committee on gifted educational programming**

- i. The committee for DBCS will include the gifted/talented teacher, the principal or designee, and the appropriate certified staff.
- ii. Once the committee has implemented the identification process it is communicated to the entire school staff consistent with the Gifted Educational Plan, State Board of Education regulations and State statutes.

#### **B. Process for identifying students**



- i. Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.
- ii. Nominations will be sought from a wide variety of sources.
  - a. Professional educators
  - b. Parents
  - c. Community members
  - d. Counselors
  - e. Others as appropriate
- iii. Data will be collected on nominated students.
  - a. Testing Methods
    - 1) Standardized ability tests
    - 2) Standardized achievement tests/CRT Tests
    - 3) Creativity tests
    - 4) Student achievement with the curriculum
    - 5) Other as appropriate
  - b. Non-Testing Methods
    - 1) Checklists
    - 2) Student work portfolio
    - 3) Student achievement outside the school's curriculum
    - 4) Other as appropriate
- iv. The 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 in the 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 made based on referral, student product or performance, appropriate checklists and other relevant information. The site committee on gifted education may authorize the use of alternative assessment procedures when appropriate 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.
- v. Identification of gifted students is an ongoing process extending from Kindergarten through Third.
- 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 are being recommended for placement or were identified as gifted and talented in another school will be considered for identification and placement by the committee in a timely manner.



- d. Evaluation of the appropriateness of a student's placement in gifted educational programming will be ongoing.
  - e. The committee does have the option to remove a student from a gifted and talented program option when it is in the best interest of the student and the school, following a conference with the student's 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, as elsewhere defined in local board policy, will be followed in regard to records of placement decisions and data on all 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 the educational decisions.
- vi. 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 educational 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. Appeals will be made to the committee. Further appeals may be made to the director.

## **II. Differentiated Education**



#### A. Programming Options

- a. Programming options will be coordinated by the gifted education committee and coordinator to guide the development of gifted students from the time they are identified through the fifth grade.
- b. Students will be placed in programming options based on their abilities, needs and interests.

#### B. Curriculum

- a. Assignments required as part of a regularly scheduled gifted program will be in place of, not in addition to, the gifted student's regular classroom workload. However, if a gifted student experiences difficulty in understanding necessary concepts in the regular classroom, the regular teacher will lend support to that student.
  - b. Curriculum is differentiated in breadth, pace and/or depth. Processes for gifted students stress creativity and high-level thinking skills.
  - c. Curriculum is planned to assure continuity.
- C. Appropriate learning opportunities will be provided for identified gifted students through a site development program, which is an integral part of the total school program.

- a. The school will complete a site gifted plan for the following year by April 15 of each year. This will include input from parents of gifted students, gifted students, gifted teachers, administration, and other appropriate individuals. Evaluation material will be mailed or delivered February 1.
- b. The school will plan curriculum opportunities to allow students to move through the curriculum at the appropriate flexible pace and provide differential curriculum to meet unique needs.
- c. When appropriate, differentiation will occur in content, process, product and learning environment,
- d. Teacher training opportunities will be provided annually for regular classroom and gifted education teachers.

#### D. Following are some of the components that will be considered for incorporation



in the plan

a. Elementary Gifted Plan

i. Appropriate Flexible Pacing

ii. Enrichment

- a. Individualization of Instruction – Instruction of an individual student focused on the specific educational needs of that student.
- b. Proficiency Based Promotion – Elementary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- c. Early Admission (Kindergarten) – Underage children admitted to a kindergarten program based on certain criteria {70 O.S. 1-114}.
- d. Differentiated or Enriched Classes — Include differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.
- e. Gifted lab time may be a part of schedule. An Individual student's program of study and grades will be determined by an Individual Education Plan.
- f. Independent Study – Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
- g. 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.
- h. Cluster Groups – Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- i. Instructional Groups – Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- j. 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.

- k. 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 appropriate enrichment and/or acceleration experiences.
  - l. Acceleration – Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.
  - m. Dual Enrollment – Qualified students taking middle level while at elementary level.
  - n. Other
- iii. Enrichment
- a. Enrichment of Content in 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
    - Junior Great Books
  - b. Other Mentorship – A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as guide, advisor, counselor and role model.
  - c. Seminars – Special short-term sessions where students focus on one area of study.
  - d. 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.
  - e. Creative and Academic Competitions – organized opportunities for students to enter local, regional, state or national contests in a variety of areas.



Examples include:

- Spelling Bee
- Science Fair
- Geography Bee
- Math Olympiad
- Odyssey of the Mind
- Other

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

g. Other

iv. Academic/Social Support

a. Guidance and Counseling — 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
- Junior Great Books

b. Other

v. Staff Development

a. Examples Include

- Implementation of DBCS Gifted and Talented Educational Program
- Components of Appropriate Flexible Pacing
- Integrated Curriculum Schematic 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 Advisory Committee on Gifted Education. Such plan will provide an evaluation process. Previous evaluations will be considered.
- B. Students, teachers, parents and administrators will annually evaluate gifted educational programming. Evaluation material will be mailed or delivered by February 1. Evaluation results will be communicated in a timely way to program decision makers and, as appropriate, to students, parents and the public.
- C. The evaluation process assesses each component of gifted educational programming. These include:
  - a. Identification
  - b. Instructional program
  - c. Professional development
  - d. Teacher selection
  - e. Community involvement
  - f. Program management
  - g. 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

### III. Advisory Committee

- A. The Advisory Committee members will be appointed by The Board of Education upon the recommendation of the Superintendent. The committee will consist of the coordinators, parent representatives, and an administrative representative. {70 O.S. 1210.308 (A)}.



- B. The Advisory Committee will be demographically representative of the community.
- C. The 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 elect a Chair and a Vice Chair.
- E. The Advisory Committee will meet at the 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. DBCS will furnish staff that has been trained in gifted education for the advisory committee.
- G. The Advisory Committee will assist in the formulation of the district goals for gifted education, development of the district plan for the gifted child educational programming, preparation of the district report on results of the gifted child educational program, and perform other advisory duties as requested by the board of education. {70 O.S. 1210.308 (C)}

#### **IV. Qualifications & Responsibilities of Gifted Child Educational Program Staff**

##### **A. Qualification of Staff**

- a. Teachers hold a valid Oklahoma teaching certificate appropriate to grade level(s) include in the program.
- b. Gifted educational Program Coordinators hold a valid Oklahoma teaching certificate.
- c. Teachers whose duties include direct involvement with gifted and talented students shall participate in in-service training or college training designed to educate and assist them in the area of gifted education.
- d. Gifted educational program coordinators shall participate in in-service training or college training designed to educate and assist them in the area of gifted education.
- e. Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students.

##### **B. Responsibilities of Gifted Child Educational Program**

- a. The Superintendent or District Coordinator for gifted educational programming will be responsible for working with the advisory committee, overseeing the coordinators and plans, and filing such reports and information as are required by the State Department of Education relative to gifted educational programming.
- b. The Principal or Coordinator for gifted educational programming will be responsible for working with the committee, coordinating gifted educational programming related to the gifted plan and completing such reports and information as required.



- c. The Committee on gifted educational programming will work with the coordinator to develop the gifted plan each year. The gifted education specialist or designee is responsible for coordinating the programming options.
- d. Under the direction of the District Coordinator for gifted education programming, an organizational document will be developed clearly delineating roles, responsibilities and coordination procedures in regard to gifted educational programming options.
- e. Instruction 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, in-service training and assists classroom teachers in finding and securing resource materials 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.

#### **IV. Budget**

- A. Each coordinator for gifted educational programming, in conjunction with the committee and administration, will prepare a budget for gifted educational programming as a part of the gifted plan.
- B. The district coordinator will, in conjunction with the superintendent and advisory committee, compile a district budget for gifted educational 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.

#### **VI. 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

- i. {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.
- i. {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.