

GIFTED AND TALENTED POLICY

Revised September 2011

1. *Philosophy and Goals*

Realizing that the kind of world we live in depends upon the type and quality of education for all of today's children, the Sequoyah Public Schools are totally committed to the provision of a free and appropriate education for every student within the local district. Each student will hopefully be offered full opportunity to reach the maximum limit possible for his or her own true potential.

Our goal is to encourage the development, expansion and improvement of programs that will stimulate and challenge the Gifted and Talented student.

2. *Objectives*

- a. To provide opportunities for guided independent study within the interest areas of Gifted/Talented students.
- b. To expose students to a wide range of experience that broaden their interests as well as enhance their present interests.
- c. To increase motivation of the Gifted/Talented students.
- d. To provide opportunities for developing higher levels of thinking.

3. *Definition*

Gifted child education programs those 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.

4. *Identification and Placement*

In order to serve the largest number of students, a student may be nominated for screening for the gifted and talented program through the following ways:

- a. Self nomination
- b. Peer nomination
- c. Parent nomination
- d. Teacher nomination
- e. State mandated test or tests of intellectual ability
- f. Student records and grades
- g. Checklists
- h. Other information as appropriate

Procedures used in the identification process will be non-discriminatory with respect to race, economic background, national origin, or handicapping condition.

After gathering the above information, a committee including administrators, teachers, counselors, and chaired by an educator trained in gifted education will analyze the data, maintain appropriate records, and make professional decisions on placement of students in the gifted and talented program. All students scoring at the 97th percentile or above on a test of intellectual ability, or students who score advanced in state mandated tests would automatically be served in the gifted and talented program. Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities.

Uniform identification procedures will be used to identify students for specific gifted educational programming options and these procedures will be communicated to the entire school staff. To allow for the unbiased assessment of all cultural and economic backgrounds, a committee decision for placement may be made based on the 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. This site committee will consist of the GT Director, Counselor, Teacher(s), Principal, and parent committee member.

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

Identification of gifted students will be an ongoing process extending from first grade through grade twelve. All Gifted and Talented students will receive the opportunity to be served in the classroom under a differentiated curriculum than his/her peers. Opportunities will be provided for students, at all levels, to be considered for placement in the gifted programs throughout their school experience. Identification of students based on a test of intellectual ability will be valid for the student's educational experience. Students qualifying on the basis of scores in a specific academic area or a composite score on the state mandated test mentioned above may remain in the Gifted and Talented program for a period of three years, at which time new achievement scores will be considered for continued placement, along with other relevant information which may include a test of intellectual ability by the placement committee.

5. *Options*

Students not scoring at the advanced level in the state mandated tests, or at the 97th percentile on a test of intellectual ability may be referred to a placement committee consisting of building principal, counselor, teacher of gifted education, and no less than one classroom teacher. The placement committee will consider the referral information, the student's classroom performance, creative thinking ability, and leadership ability to make a recommendation for placement or non-placement in the Gifted and talented program. Placement based on the recommendation of the placement committee may be considered valid for the school experience of the child. .

Students identified through placement in accelerated classes, or high individual achievement in academic, music, and/or performing arts competitions will be served in their specific area of talent.

The site committee will consider students transferring to Sequoyah or moving into the Sequoyah School System who have been identified as gifted and talented in another school district for identification and placement in a timely manner. (Upon receipt of previous school records in reference to achievement test scores which must meet the criteria on the identification worksheet of the Sequoyah Public School System)

If a child is not performing at a passing level in all schoolwork, parents will be contacted, and a programming change will be implemented to help the child achieve a higher level. A child may be removed from the Gifted and Talented program if, following a documented conference with the parents of the student, it is considered to be in the best interest of the student and the school, or upon written parental request that the child be removed from the program.

6. *Procedural Safeguards*

Before any individual testing is done, the parent must sign a Parent Permission form. If the parent/guardian approves the testing, the student will be scheduled for individual testing.

If the parent/guardian does not wish the student to be evaluated for the Gifted/Talented program, this should be so noted on the permission form, which is signed by the parent and maintained in the student's confidential record. If a parent refuses to sign the statement, this should be documented on the form to become part of the student's confidential file.

In the event that a parent requests an additional evaluation, a test of intellectual ability will be administered by a qualified psychometrist or counselor within a 60 day period for the initial test date providing a psychometrist or counselor is available to test within that time period. Any further testing will be at the parent's expense. These additional test results must meet the criteria established by Sequoyah Public Schools for placement consideration.

Parents will be notified of test results within the 5-day period following the test.

All testing information, referral information, checklists, and other information pertaining to the evaluation of a student for gifted programming will be kept in a confidential file according to the FERPA.

Parents will be notified in writing of the student's qualification for the gifted program. Parents will be provided with a written summary of the program to be offered their child. In the event that a parent does not wish the child to be placed in the Gifted/Talented program, written parental verification must be signed and will become a part of the student's confidential record.

7. *Program*

The gifted program will be differentiated in that multiple programming options and curriculum which is modified in pace, breadth, and depth will be offered to the students qualifying for the gifted education program. This curriculum extends or replaces the regular curriculum for the gifted students. The gifted education coordinator and committee to guide the development of gifted students from the time they are identified through graduation from high school will coordinate programming options. Processes for gifted students will stress creativity and higher level thinking skills.

Assignments required as part of the differentiated curriculum replace, not add to, gifted student's regular classroom workload. Students will be responsible for the content, but not the daily work in the regular curriculum.

High school gifted students will be guided toward higher academic course work such as trigonometry, calculus, physics, advanced placement classes, concurrent enrollment at RSU, or through available resources in our area such as The School of Math and Science, in Pryor, or on line college course work. Participation in competitive academic contests, field trips can also be pursued in order to expand interests. High school students will be served in specific academic ability areas so identified. High school students may participate in independent study classes with a supervising teacher.

Elementary and secondary students may advance one or more levels in a curriculum area by demonstrating proficiency at the 90 % level on designated assessments.

Experiences provided in the regular classrooms for gifted students will be supplemental to the established curriculum with consideration to the needs, interest, and capabilities of the particular student. These may include learning centers, guest speakers, independent study, mentorship and others. Appropriate learning opportunities will be

provided for identified gifted students at each school site through site developed programs which will be an integral part of the total school program and provide an assurance of continuity through the school experience of the child. Each site will complete a site gifted plan annually for the next school year that will include curriculum opportunities to allow students to move through the curriculum at the appropriate flexible pace, provide differentiated curriculum to meet unique needs and facilitate academic/social support. Staff development will be an integral part of the program.

8. *Evaluation*

An on-going evaluation process including surveys from students, parents, and educators, student progress and other information sources will be used by the Local Advisory Committee annually to evaluate all components of the gifted education program. The results of the evaluation will be communicated in a timely manner to program decision makers at the site and district levels and as appropriate to parents, students, and the public, and will be considered in program planning.

The evaluation process will assess each component of the gifted program on an annual basis. These components include:

1. Identification
2. Instructional program
3. Professional development
4. Teacher selection
5. Program Management
6. Community involvement

The evaluation process will focus upon the appropriateness of educational programming provided for gifted students. Student progress will be assessed, with attention to mastery of content, higher level thinking skills and creativity. Advanced content courses will be noted on student transcripts.

9. *Local Advisory Committee*

Local advisory committee will be appointed no later than September 15 of each school year by the Board of Education upon recommendations of the superintendent. The committee will consist of 3 to 11 members and will include a teacher of gifted children, parents of gifted children and others as recommended by the superintendent and shall be demographically representative of the community.

The first meeting will be held no later than October 1st of each year and will meet at other times as necessary in a meeting place provided by the school. All meetings are subject to the provisions of the Oklahoma Open Meeting Act.

The local advisory committee 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 gifted child programming, and perform other advisory duties as requested by the Board of Education.

10. *Qualifications and responsibilities of gifted educational program staff*

Teachers will hold a valid Oklahoma teaching certificate appropriate to the grade levels included in the program. Gifted educational program coordinators will hold a valid Oklahoma teaching certificate and will participate in in-service training or college training designed to educate and assist them in the area of gifted education each year. 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 each year. Administrators and Gifted Education Director responsible for gifted educational programming will attend professional development related to the educational needs of gifted students each year. The superintendent or the district coordinator for gifted educational programming will be responsible for working with the local advisory committee, overseeing the site coordinators and site plans, and filing such reports and information as are required by the State Department of Education relative to gifted educational programming. The principal or site coordinator for gifted educational programming will be responsible for working with the site committee, coordination gifted educational programming related to the site gifted plan and completing such reports and information as required by the district coordinator for gifted educational programming.

The site committee on gifted educational programming will work with the site coordinator to develop the site gifted plan each year. The site gifted education specialist is responsible for coordinating the site programming options. Under the direction of the district coordinator for gifted education programming, an organizational document will be developed at each site, which clearly delineates roles, responsibilities and coordination procedures in regard to gifted educational programming options.

Regular Education Teachers Counselor, Principal, and Gifted Education Director will address delivery of services. They will work closely together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic/social support when needed. Each site will provide professional support, consultation, in-service training and will assist classroom teachers in finding and securing resource material and/or resource persons. The gifted education specialist will be responsible for coordinating gifted student identification, monitoring student test results and record maintenance. The classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.