

**GIFTED EDUCATIONAL PLAN**  
WESTERN HEIGHTS PUBLIC SCHOOL DISTRICT

**Mission Statement**

Unique opportunities for unique needs

**Introduction**

An important goal of Western Heights Public Schools is to identify and provide appropriate educational experiences for those students who give evidence of high intellectual capability and/or achievement, and who require learning opportunities or experiences not ordinarily provided by the school in order to fully develop such capabilities.

Initiatives to provide these appropriate educational experiences will include:

- Considering the assessments and instructional levels of identified students and their unique learning characteristics,
- Expanding curriculum opportunities to allow gifted students to move through the core curriculum at an appropriate flexible pace,
- Providing differentiated curriculum to meet unique needs,
- Appropriately matching programs and support services to the individual, and
- Structuring learning environments to address the unique needs of gifted students and accommodate their learning rates and styles.

I. Identification of students for gifted educational programming

A. Site committee on gifted educational placement

1. The site committee may include the coordinators for gifted programming, the site principal or designee, teachers, counselor, and others as appropriate.
2. The committees coordinate and uniformly implement the process for identification and communicate these procedures to the entire school staff consistent with this Gifted Educational Plan, State Board of Education regulations, and state statutes.

B. Process for identifying students

1. Identification of gifted students is an ongoing process extending from kindergarten through grade twelve.
  - a. Opportunities will be provided for students to be considered for placement in the gifted program throughout their school experience.

- b. When students are identified as gifted within the Western Heights School District, that placement will be valid for the student's educational experience.
  - c. Evaluation of the appropriateness of student's placement in gifted educational programming will be ongoing.
  - d. Students may be removed from a program option which is not meeting their educational needs.
  - e. Students whose needs are not met by their current placement will be considered for other programming options which may be more appropriate to their needs.
  - f. Students who were identified as gifted and talented in another school district will be considered for identification and placement in a timely manner.
  - g. Confidentiality procedures, as defined in local board policy, will be followed in regard to records of placement decisions and data on all nominated students.
  - h. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or for as long as needed for educational decisions.
2. Procedures used in the identification and placement process will be nondiscriminatory with respect to race, gender, economic background, national origin, or disabilities.
  3. Nominations will be sought from a wide variety of sources, such as: professional educators, parents, community members, peers, self, and others as appropriate.
  4. Data will be collected about nominated students from a variety of sources. These sources may include:
    - a. Testing Methods
      - i. Standardized ability tests
      - ii. Achievement tests, both norm and criterion referenced
      - iii. Others as appropriate
    - b. Non-testing Methods
      - i. Checklists (e.g., Renzulli-Hartman, Scales for Rating the Behavioral Characteristics of Superior Students)
      - ii. Student work portfolios
      - iii. Student achievement (e.g., grades, honors, community involvement)
      - iv. Others as appropriate
  5. Student placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities with parental approval.

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. Students will be placed in gifted programming options as follows:

- a. Students in kindergarten through twelfth grade with total scores at or above 97% (e.g., combined performance and verbal) on an individual test of intelligence will be automatically placed into appropriate gifted programming options with parental approval.
  - b. Students in grade three through twelve with a composite score at or above 97% on a nationally standardized test of intellectual ability (according to Oklahoma Statute) or a standardized test of achievement (according to district policy) will be automatically placed into appropriate gifted programming options with parental approval.
  - c. Students in third through twelfth grades with a composite score of 94% to 96% on a nationally standardized test of achievement and a nomination will be referred for individual intelligence testing with parental approval.
  - d. Students in grades kindergarten through twelve who have been nominated and do not meet single score testing criteria will be considered by a site-based placement committee. The committee will consider the test data and the non-testing methods as listed above and make a recommendation regarding placement.
6. The identification and placement process includes parental involvement.
- a. Parents will be asked to grant written permission for individual testing.
  - b. An additional evaluation will be available upon parent request.
  - c. Parents will be given written notice that their child has been identified for placement in gifted educational programming.
  - d. Parents will be provided with a summary of the gifted education programming to be offered their child.
  - e. Parents may appeal a placement decision with which they disagree. Appeals will be made to the site committee. Further appeals may be made to the district program coordinator.

## II. Differentiated Education

- A. Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth, and depth.
  1. Programming Options
    - a. Programming Options will be coordinated by the gifted education coordinators to guide the development of gifted students from the time they are identified through graduation from high school.
    - b. Students will participate in programming options based on their abilities, needs, and interests.

child educational programming is ongoing and a part of the school schedule. Identified students will be provided an appropriate differentiated education within three weeks of the beginning of the school year.

- d. The following are some of the programming options that may be considered and/or included for each identified student. Other appropriate options not specifically stated here may be considered.
  - i. Appropriate Flexible Pacing--Practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average. When advanced content courses are taken, it will be noted on student transcripts.
    - Individualization of Instruction--Instruction of an individual student focused on the specific educational needs of that student.
    - Proficiency Based Promotion--Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level or above on designated assessments. See Western Heights Proficiency Based Promotion-Policy number 4.501.
    - Early Admission (Kindergarten)--Underage children who reside in the district may through appropriate screening be admitted to kindergarten based on certain criteria (70 O.S. 1-114).
    - Honors Classes--Classes which include differentiated curriculum and accelerated content designed for able students. These classes are primarily self-selecting and not necessarily limited to identified gifted students.
    - Independent Study--Individually contracted in depth study of a topic; also a course or unit of study taken through an individual arrangement.
    - Continuous Progress--The content and pacing of curriculum and instruction should be matched to students' abilities and needs. Students should be moved ahead on the basis of mastery. This progress should be communicated through the student's permanent record.
    - Cluster or Instructional Enrichment Groups--Any classroom with a group of able learners purposefully organized for differentiated instruction.
    - Cross Age Groups--Opportunity should be available for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.

- Curriculum Compacting--A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
  - Dual Enrollment--Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle level.
  - Concurrent Enrollment--Qualified students taking college courses concurrently while in high school.
  - Advanced Placement Courses--College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board).
  - Correspondence Courses--Credit granted for High School courses taken by correspondence through an approved university.
- ii. Enrichment--Experiences provided that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind.
- Enrichment of Content in the Regular Classroom--Experiences provided in the regular classrooms that are supplemental to the established curriculum. (e.g., learning centers, guest speakers, cultural presentations, community excursions)
  - Mentorships and Shadowing--Programs pairing 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.
  - Seminars--Special short-term sessions where students focus on one area of study.
  - Resource Room--A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.
  - Creative and Academic Competitions--Organized opportunities for students to enter local, regional, state, or national contests in a variety of areas. (e.g., science fair, spelling bee, math counts, geography bee, invention convention, engineering fairs, academic bowls)
  - Interest Groups--Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.

- Field Trips/Community Excursions--Opportunities to interact with community resources and individuals. These excursions should be linked to the curriculum provided for gifted and talented students.
- iii. Academic/Social Support--Planned activities which address the specific academic and social/emotional needs of the gifted.
  - Transition from elementary to secondary levels--Cooperative planning between the elementary and secondary gifted coordinators for identified 6th graders to meet with Junior High faculty and activity sponsors, and for parent conferences to discuss 7th grade course selection and experiences.
  - Academic Talent Searches--Conducted by Duke University and the University of Colorado to identify academically talented youth and inform them about their abilities and academic options.
  - Guidance and Counseling--Focusing on academic course selections, study skills, tutoring (giving or receiving), adjustment to rigorous course work, underachievement issues, personal development, and post high school education.
  - Pre-college guidance--Assistance with preparing for and interpreting the results of admissions tests, attending college fairs, visiting colleges, selecting a college; and organizing applications for admissions, scholarships, and financial aid.
  - Leadership Potential--Encouraging students to participate in school and community leadership positions.
  - High School Resume--Compiling the individual students' list of honors, awards, leadership positions, community service, and activities
  - Resources and Information--Providing information and assistance for students interested in contests, scholarships, auditions, summer enrichment programs, special schools (Oklahoma School of Science and Mathematics), international student exchange programs, and community involvement opportunities.

## 2. Curriculum

- A. Curriculum for the gifted extends or replaces the regular curriculum.
- B. Curriculum is differentiated in content, process, and/or product.
  - 1. Content is differentiated in breadth, depth, and/or pace.

2. Processes for gifted students stress creativity and higher level thinking skills.

C. Curriculum is planned to assure continuity.

### III. Staff Development

Teachers whose duties include direct involvement with gifted and talented students, administrators, responsible for gifted educational programming, and gifted educational program coordinators shall participate in inservice training or college training designed to educate and assist them in the area of gifted education. Examples of such staff development may include, but are not limited to, courses designed to increase teaching of higher level thinking skills, identification of gifted and talented students, problem finding and problem solving skills, learning styles, thematic instruction, etc...

### IV. Evaluation

- A. A systematic plan for on-going evaluation is part of program planning and implementation. An on-going evaluation process will be established by the Local Advisory Committee on Gifted Education. The district plan will include an evaluation process. Previous evaluations will be used to help determine appropriate program planning.
- B. Students, teachers, parents, and administrators will annually evaluate gifted educational programming. Evaluation results from a variety of data will be communicated in a timely and meaningful 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:
  1. Identification,
  2. Instructional program,
  3. Professional development,
  4. Teacher selection,
  5. Community involvement,
  6. Program management, and
  7. The evaluation process.
- D. The evaluation process will focus upon the appropriateness of educational programming provided for gifted students.
- E. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.
- F. Data for evaluation will be obtained from a variety of instruments, procedures, and information sources. Some examples of areas in which evaluation information may be obtained may include but are not limited to, achievement test scores, number of students applying for proficiency based promotion, gifted student drop-out rate, etc...
- 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.

## V. Local Advisory Committee

- A. The Local Advisory Committee members will be appointed by the Board of Education upon the recommendation of the superintendent. The committee will consist of at least three (3) but no more than eleven (11) members, at least one-third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children. [70 O.S. 1210.308(A)]
- B. The Local Advisory Committee will be demographically representative of the community.
- C. The Local Advisory Committee will be appointed no later than September 15 of each school year for two-year terms and will consist of parents of children identified as gifted and talented and community members who may be, but are not required to be, parents of students within the district. [70 O.S. 1210.308(A)]
- D. The first meeting will be called by the superintendent no later than October 1 of each year. At this meeting, the committee will elect a chair and a vice-chair.
- E. The advisory committee will meet at other times during the year as necessary in meeting space furnished by the district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.
- F. The school district will furnish staff that has training in gifted education for the advisory committee.
- G. The Local Advisory Committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child educational programming, assist in preparation of the district report on gifted child educational programming, and perform other advisory duties as requested by the board of education. [70 O.S. 1210.208(C)]

## VI. Qualifications and responsibilities of gifted child educational program staff

- A. Qualifications of staff:
  - 1. Teachers hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
  - 2. Gifted educational program coordinators hold a valid Oklahoma teaching certificate.
  - 3. Minimum of three years previous experience in teaching the Gifted and Talented and/or nine hours of Master level courses on college transcript that are included in the State of Oklahoma Gifted and Talented endorsement.
  - 4. In addition, the teacher should demonstrate:
    - a. Knowledge of commonly used tests of cognitive and effective performance that have application to gifted and talented students.

- b. Knowledge of assessment processes and the development of an instructional program built upon these processes.
- c. Knowledge of general characteristics, etiologies, and needs of gifted and talented students from a development perspective that require educational adaptations.
- d. Knowledge of special subgroups of gifted and talented students (e.g. underachieving, culturally different handicapped) that require special identification procedures, planning, and programming.
- e. Knowledge of models of communication and consultation with parents and key professionals.
- f. Ability to plan sequential differentiated curriculum units and execute them with a group of gifted and/or talented students.
- g. Ability to design an educational plan for an individual or groups of gifted and talented students that takes into account individual strengths and needs.

B. Responsibilities of gifted educational program staff:

- 1. A designated central office administrator will be responsible for working with the Local Advisory Committee, overseeing coordinators for gifted education and their plans, and filing such reports and information as are required by the State Department of Education relative to gifted educational programming.
- 2. The Coordinators for Gifted Education will be responsible for working with the Local Advisory Committee coordinating gifted educational programming related to the district gifted plan and completing such reports and information as required by the district coordinator for gifted educational programming.
- 3. The Local Advisory Committee will work with the Coordinators to develop the gifted plan each year.
- 4. Delivery is addressed by both the regular classroom teachers and the Gifted Education Coordinators. They should work closely together to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support when needed.
  - a. The Gifted Education Coordinators will provide professional support through modeling, consultation, collaborative problem solving, inservice training, and assisting classroom teachers to find and secure resource material and/or resource persons.
  - b. The Gifted Education Coordinators are 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.

## VII. Budget

- A. The Coordinators for gifted education, in conjunction with the Local Advisory Committee and district administration, will prepare a budget for gifted educational programming as a part of the district gifted plan.
- B. The district budget for gifted education will be prepared on forms required by the State Department of Education and submitted as required.
- C. The budget for gifted education will be approved by the Board of Education before filing with the State Department of Education.

## VIII. Expenditures Report

- A. An expenditures report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 of each year as required by 70 O.S. 1210.307(D).
- B. The report will outline the expenditures made by the district during that year for gifted child educational programming. [70 O.S. 1210.307(D)]
- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

Adopted: 02-04-91  
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Revised: 02-06-95  
Revised: 02-12-01  
Revised: 09-10-02  
Revised: 10-09-06

**PARENT NOMINATION**

Name of Student \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_ School \_\_\_\_\_

Parent's Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

The following is a list of characteristics that intellectually gifted children possess. No gifted child will possess all of these characteristics. We are interested in the characteristics you have observed in your child. In relationship to the typical child in your neighborhood, please circle a number for each item which best describes your child. 3 – has this trait to a high degree; 2 – compares with the typical child; 1 – has this trait less than the typical child.

- 
- |     |  |   |   |   |
|-----|--|---|---|---|
| 1.  | Has advanced vocabulary, express himself or herself well.....                      | 3 | 2 | 1 |
| 2.  | Thinks quickly and recalls facts easily.....                                       | 3 | 2 | 1 |
| 3.  | Wants to know how things work.....   | 3 | 2 | 1 |
| 4.  | Was reading before he/she started to school.....                                   | 3 | 2 | 1 |
| 5.  | Puts unrelated ideas together in new and different ways.....                       | 3 | 2 | 1 |
| 6.  | Becomes bored easily.....  | 3 | 2 | 1 |
| 7.  | Asks reasons why – questions almost everything, has a great deal of curiosity..... | 3 | 2 | 1 |
| 8.  | Is adventurous, is impulsive, acts before he thinks.....                           | 3 | 2 | 1 |
| 9.  | Is persistent, sticks to a task.....   | 3 | 2 | 1 |
| 10. | Has good physical coordination and body control.....                               | 3 | 2 | 1 |
| 11. | Is independent and self-sufficient in looking after himself.....                   | 3 | 2 | 1 |
| 12. | Has special talents or hobbies. Please list (on back).....                         | 3 | 2 | 1 |
| 13. | Enjoys reading and reads a lot.....  | 3 | 2 | 1 |
| 14. | Has good relationships with others.....  | 3 | 2 | 1 |

## Parent Nomination Form – Kindergarten

Name of Student \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Parent's Name \_\_\_\_\_

Instructions: In relationship to the typical child in your neighborhood, please circle a number for each item which best describes your child: 5-has this trait to a high degree; 4-has this trait more than the typical child; 3-compares with typical child; 2-has this trait less than the typical child; 1-lacks this trait.

1. Has advanced vocabulary, expresses himself or herself well.....5 4 3 2 1
2. Thinks quickly.....5 4 3 2 1
3. Recalls facts easily.....5 4 3 2 1
4. Wants to know how things work.....5 4 3 2 1
5. Is reading (before he started kindergarten).....5 4 3 2 1
6. Puts unrelated ideas together in new and different ways.....5 4 3 2 1
7. Becomes bored easily.....5 4 3 2 1
8. Asks reasons why-questions almost everything.....5 4 3 2 1
9. Likes "grown-up" things and to be with older people..... 5 4 3 2 1
10. Has a great deal of curiosity.....5 4 3 2 1
11. Is adventurous.....5 4 3 2 1
12. Has a good sense of humor.....5 4 3 2 1
13. Is impulsive, acts before he thinks.....5 4 3 2 1
14. Tends to dominate others if give the chance.....5 4 3 2 1
15. Is persistent, sticks to a task.....5 4 3 2 1
16. Has good physical coordination and body control.....5 4 3 2 1
17. Is independent and self sufficient in looking after himself.....5 4 3 2 1
18. Is aware of his surroundings and what is going on around him.....5 4 3 2 1
19. Has a long attention span.....5 4 3 2 1
20. Wants to do things for himself early – example: dressing and feeding himself.....5 4 3 2 1

**Scales for the Rating Behavioral Characteristics of Superior Students**

**Joseph S. Renzulli/Linda H. Smith/ Alan J. White/ Carolyn M. Callahan/Robert K. Hartman**

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

Teacher or person completing form \_\_\_\_\_

How long have you known the child? \_\_\_\_\_ Months \_\_\_\_\_

I. Learning Characteristics	Seldom or Never	Occasionally	Considerably	Almost Always
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration and fluency.	_____	_____	_____	_____
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).	_____	_____	_____	_____
3. Has quick mastery and recall of factual information.	_____	_____	_____	_____
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick".	_____	_____	_____	_____
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences in events, people and things.	_____	_____	_____	_____
6. Is a keen and alert observer; usually "sees" or "gets more" out of a story, film, etc. than others.	_____	_____	_____	_____
7. Reads a great deal on his own, usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias and atlases.	_____	_____	_____	_____
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	_____	_____	_____	_____
Additional Comments: _____				

Based upon my professional judgement, I \_\_\_\_\_ do believe \_\_\_\_\_ do not believe that there is a strong likelihood that this child has an IQ within the gifted range and requires further intellectual assessment.

\_\_\_\_\_  
Signature

Submit this form to the school counselor.

**TEACHER:**

According to WHPS guidelines for the Gifted and Talented Program, potentially gifted students in grades K,1,2,3, and 4, who score within the 94th to 96th percentile on the Iowa Test of Basic Skills become eligible for additional screening with the administration of an individually administered intelligence test. If the child's IQ corresponds to the 97th percentile or above, he/she qualifies for placement in the Gifted and Talented Program.

Your professional judgement is essential in making the distinction between those students who by definition of their above average ITBS scores are above average academically and whose intellectual level is at least average or above from those students whose intellectual ability is measurably above average and indicative of IQs within the Gifted range. Experience has shown that many children who fall within the 94th to 96th percentile on the ITBS and subsequently given intelligence tests obtained only average or above average IQs. This has led to unnecessary and costly individual evaluations and personal disappointments to students and parents. Your judgement as a classroom teacher could assist in correcting these problems by identifying those students that you feel have a strong likelihood of having IQs within the range (97% and up). Your input will be used in determining if additional intellectual assessment would be appropriate.

WESTERN HEIGHTS PUBLIC SCHOOLS

REFERRAL/PARENT PERMISSION FOR GIFTED/TALENTED EVALUATION

Name of student \_\_\_\_\_ Birthdate \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

\_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Mother's/guardian's Name

\_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Father's/Guardian's Name

Criteria for referral: \_\_\_\_\_

Other information concerning student: \_\_\_\_\_

Information concerning student's language ability: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Position: \_\_\_\_\_

Phone: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Signed: \_\_\_\_\_

School Official

I understand that my child will be administered an individual intelligence test by a qualified person. The results of this test may determine whether or not my child meets the criteria of the gifted/talented program at the referring school. I realize that the results of this test will be treated with confidentiality and I will be notified with the results. I understand that I have the right to request an additional evaluation from the referring school if I am not in agreement with the above mentioned evaluation.

\_\_\_\_\_

Parent/Guardian

\_\_\_\_\_

Date

\_\_\_\_\_

Address

\_\_\_\_\_

City

\_\_\_\_\_

Phone Number

\_\_\_\_\_

Zip