

Gifted Student Program	E.20
<i>Adopted: July 23, 2013 Revised: September 8, 2015</i>	

The Hilldale Board of Education believes that certain educational programs are necessary for gifted children as defined in Title 70, Section 1210.301 of the Oklahoma Statutes. Therefore, it is the policy of the board of education to cooperate fully with the State Department of Education in identifying gifted and talented children and in developing appropriate educational programs.

Philosophy

The Hilldale Enrichment Program recognizes the unique needs of students with superior intellectual, creative, and leadership abilities and will provide differentiated instruction based on the mastery and discovery approach to learning. Student education or programming will be individualized to meet the specific needs identified by a variety of testing instruments. The methods used to serve the needs of these students will include multiple program options, including but not limited to: individual instruction, honor classes, concurrent enrollment, mentorship, advanced placement, and proficiency based promotion.

The purpose of the Hilldale Enrichment program is to allow identified students the opportunity to fully maximize their intellectual and social potential.

Policy and Procedure

Children in this district will be considered for placement in the program in accordance with scores on standardized achievement and intelligence tests, records, and recommendations of teachers and parents. Students will be identified for gifted educational services through a multi-criteria approach. Gifted educational services are defined as those instructional programs directed to providing differentiated education to students who have demonstrated high performance in class work, achievement tests scores, or intelligence potential. Specifically, these are students scoring 97% or higher on a nationally standardized test of intellectual ability.

Initiatives to provide those appropriate educational experiences will include:

- Assessing the instructional level of the identified student and considering the unique learning characteristics of each child.
- Providing differentiated curriculum to meet unique needs.
- Appropriately matching the programs and support services to meet the needs of the individual students.
- Structuring learning environments that address the unique needs of gifted students and accommodate a variety of learning rates and styles.

Identification of Students for Gifted Educational Programming

- A. Site committee on gifted educational programming
 - 1. The committee at each school site may include the site coordinator for gifted programming, the site principal, teachers, parents, and others as appropriate.
 - 2. The committee coordinates and uniformly implements the process for identification and communicates 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. Procedures used in the identification process will be nondiscriminatory and comply with the district's anti-discrimination policies. .
 - 2. Nominations will be sought from a wide variety of sources.
 - a. Professional Educators
 - b. Parents
 - c. Community Members
 - d. Peers
 - e. Self
 - f. Others as appropriate
 - 3. Data will be collected on nominated students.
 - a. Testing Methods
 - i. Standardized ability tests
 - ii. Standardized achievement tests
 - iii. Other as appropriate
 - b. Non-Testing Methods
 - i. Checklists (e.g., Renzulli-Hartman Scales for Rating the Behavioral Characteristics of Superior Students)
 - ii. Other as appropriate.
 - 4. Site 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 into appropriate gifted programming options with parental approval.

- b. Student placement decisions in the capability areas will be based on multiple criteria. No single criterion will be used to exclude a student.
 - 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 or performance, appropriate checklists and other relevant information. This 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.
5. Identification of gifted students is an ongoing process extending from first grade through grade twelve.
- a. Opportunities will be provided for students to be considered for placement in offered 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 were identified as gifted and talented in another school district will be automatically placed in an appropriate program.
 - d. Evaluation of the appropriateness of the student's placement in gifted educational programming will be ongoing.
 - e. Students may be removed from a programming option which is not meeting their educational needs following a conference with 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 procedures, as elsewhere 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.
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 educational programming to be offered their child.
 - e. Parents may appeal a placement decision with which they disagree. appeal will be made to the site committee. Further appeals may be made to the district program coordinator.
- C. The Hilldale Enrichment Program teacher will provide a schedule to the building principal.
- D. Classroom teachers are to implement the school assignment make-up schedule to insure that all program participants remain current in their classroom objectives. Assignments will be adjusted at a level to determine mastery of objectives. For Example: reduced list, answer only, and odd or even answers. Failure of a participant to maintain classroom objectives will be cause for a review of his or her need for participation in the program.
- E. The program coordinator may establish a mentor program for individual students. These mentors may be chosen from the faculty or from the community.
- F. The teacher of the enrichment program may excuse a student, once entered into the Program, from participation in scheduled activities.

Differentiated Education

- A. Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth, and depth.
 - 1. Programming Options

- i. 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.
 - ii. Academic Competitions: Organized opportunities for students to enter local regional, state or national contests in a variety of areas.
 - iii. Honor Classes: Honor classes include differentiated curriculum and accelerated content designed for able students.
 - iv. Independent Study: Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
 - v. Enrichment Classes: Enriched classes include differentiated curriculum.
 - vi. Proficiency Based Promotion: Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
 - vii. Concurrent Enrollment: Qualified students taking college courses concurrently while in high school.
2. Programming options will be coordinated by the site gifted education coordinator and committee to guide the development of gifted from the time they are identified through graduation from high school.
 3. Students will be placed in programming options based on their abilities, needs and interests.
 4. Gifted child educational programming is ongoing and a part of the school schedule. Students will be provided an appropriate differentiated education within three weeks of the beginning of the school term.

B. Curriculum

1. Curriculum for the gifted extends or replaces the regular curriculum.
2. 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.
3. Curriculum is planned to assure continuity.

4. Appropriate learning opportunities will be provided for identified gifted students at each school site through a site developed program which is an integral part of the total school program.
 - i. Each site will plan 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.
 - ii. When appropriate, differentiation will occur in content, process, product and learning environment.
 - iii. Staff development opportunities will be an integral component of the program.
5. Site plans will include selections from appropriate flexible pacing, enrichment, academic/social support and staff development. The following are some of the components that might be incorporated into the site-based plan at all district sites.
 - i. Appropriate Flexible Pacing
 - ii. Enrichment
 - iii. Academic/Social Support
 - iv. Staff Development

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. Each site plan will provide an evaluation process. Previous evaluations will be the basis for site planning.
- B. Students, teachers, parents and administrators will annually evaluate gifted educational programming at each site.
- 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. Program management and
 6. 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.
- 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.

Curriculum Advisory Committee

- A. The duties of the curriculum advisory committee shall be to assist the district on gifted and talented programs. These duties include assisting in the formulation of district goals for gifted education, the development of the district plan for gifted child educational programs, preparation of the district report on gifted child educational programs, and performing other advisory duties as may be requested by the Board of Education.
- B. At least one member of the committee will be a parent of a child identified as gifted and talented or a knowledgeable advocate for gifted and talented children.
- C. A meeting of the curriculum advisory committee shall be called by the district superintendent no later than October 1 of each year for the purpose of addressing gifted and talented program issues. The curriculum advisory committee may meet at other times during the year as is necessary in meeting space furnished by the district. The district shall furnish staff for the curriculum advisory committee. All meetings of the committees shall be subject to the provisions of the Oklahoma Open Meeting Act.

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. 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.

4. Gifted educational program coordinators shall participate in in-service training college training designed to educate and assist them in the area of gifted education each year.
 5. Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students each year.
- B. Responsibilities of Gifted Educational Program Staff
1. 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.
 2. The Principal or Site Coordinator for gifted educational programming will be responsible for working with the site committee, coordinating 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.
 3. 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 or designee is responsible for coordinating the site programming options.
 4. Delivery 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.
 - i. 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 material and/or resource persons.
 - ii. The gifted education specialist is responsible for coordinating gifted student identification, monitoring student progress and record maintenance.
 - iii. Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth and depth.

Budget

- A. The district coordinator will compile the site budgets and will prepare, in conjunction with the superintendent and local advisory committee, a district budget for gifted educational programming.

- B. The district budget for gifted educational programming will be prepared on 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.

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 Okla. Stat. tit. 70, § 1210.307(D).
- B. The report will outline the expenditures made by the district during that year for gifted educational programming. Okla. Stat. tit. 70, § 1211.307(D).
- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.