

**GIFTED EDUCATION PLAN
COMMERCE PUBLIC SCHOOLS
Commerce, Oklahoma**

Policy Statement

I. District Name - Commerce Public Schools, Ottawa County (58-I018)

II. Philosophy and Goals

A. It is the philosophy of this district that all gifted students who reside in the district be challenged in their area/areas of intellectual abilities.

B. The Commerce Public Schools goals are to provide experiences to gifted students that will be challenging. To provide a curriculum that is flexible and varied enough to meet the gifted students needs. To provide the gifted students with the opportunities to express their need for experimentation and divergent thinking skills. To provide the gifted students with the opportunity to have interaction with adults and peers that share common interests or goals.

It is the intention of the Commerce Public Schools to identify in grades PreK through 12 those students who have demonstrated high academic or intellectual abilities and to provide differentiated or accelerated education or services.

C. Qualifications of teachers of the Gifted and Talented: A teacher shall hold a valid Oklahoma Teaching Certificate appropriate to the certificate credential and grade level(s) included in the program. All teachers whose duties include direct involvement with gifted/talented students shall participate in in-service training or workshops to assist them in the area of gifted education.

III. Definition:

A. Gifted means those students identified in grades PreK through 12 as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services.

B. "Gifted child educational programs" means 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.

IV. Identification:

Procedure for identification of the district's local student population will be a multi-criteria requirement. No student shall be denied the opportunity for needed programming on the basis of one assessment criterion. The committee at each school site may include the site coordinator for gifted programming, the site principal or designee, teachers, counselor, library/media specialist, and others as appropriate. 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. The gifted committee will look at the potentiality of all students from all cultural, economic, and ethnic backgrounds so that they are fairly assessed.

- A. Screening the list for students to be considered for the program will be obtained by the following means:
 - 1. Educator Referrals
 - 2. Parent Referrals
 - 3. Self Referrals
 - 4. Standardized Intelligence Test
 - 5. Measures of Performance
 - 6. New Students previously qualifying in other districts will be automatically screened upon entering our district.
 - 7. Standardized Individual/Group Achievement Test.
 - 8. Others as appropriate

- B. Types of Tests: The Commerce District will utilize Standardized Group/Individual Achievement Test, Standardized Group/Individual Intelligence Test. First and second grade students may be identified using a standardized test, however, other evaluation mechanisms will be used, such as teacher or parent referrals and work samples.

- C. Placement Criteria: Final placement in the program will be determined by the Gifted and Talented committee (person/s) on the basis of two or more of the following criteria:
 - 1. An overall total score of 12 or greater on the Gifted Program Multi-Criteria Evaluation Matrix (note: 2 or more criteria already met if using Matrix). (See Addendum A.)
 - 2. Referrals---Gifted Program Nomination Inventory Checklist (See Addendum B.)
 - 3. Characteristics Checklists
 - 4. School records/grades
 - 5. Student work portfolios
 - 6. Others as appropriate

- D. Site committee analyzes data and makes placement decisions.
 - 1. 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.

2. 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.
3. Uniform identification procedures will be used to identify students for specific gifted programming options.
4. 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, and other relevant information. The site committee may authorize the use of alternative assessment where appropriate.
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 staff regardless of final placement.
7. Records of placement decisions and data collected on all nominated students are to be kept on file for a minimum of five years or for as long as needed for educational decisions.

V. Procedural Safeguards Insuring Due Process Rights:

- A. Permission from parents for individual placement and for evaluation: Parent permission will be obtained on a standard district form for testing, placement, or refusal of placement.
- B. Additional Individual Evaluation: One individual evaluation upon request of parents will be provided by the district for all students, any other evaluations will be provided by the parents/guardian to include all costs. The district's additional evaluation for students will be a Standardized Intelligence Test, administered by the R.E.S.C. or District's Guidance Counselor.

VI. If a student is identified on the basis of a Nationally Standardized Test of Intelligence Ability, the test may be considered valid for the student's public school experience. If a student is identified on the basis of a Nationally Standardized Achievement Test and fails to meet identified criteria two consecutive years in a row, the student may be removed from the Gifted/Talented program after conference with parent/guardian.

- A. Confidentiality: The custodian of student records for the Commerce School District will be the Gifted/Talented program coordinator. The custodian of student records will annually give notice to the parents and to the students of age 18 of adopted policies and procedures to follow in gaining access to reviewing, challenging contents, and permitting release of student records. These procedures will be consistent with the Family and Educational Rights and Privacy Act, Public Law 93-380. Principals, counselors, teachers, Gifted/Talented committee members, and other certified district employees who have a legitimate educational interest in the records of a student may review and receive copies of the records which are necessary to the furtherance of that interest.
- B. Appeals regarding placement: Appeals will be made in writing to the District's Gifted Committee for further consideration.

- C. Transfers from other Districts: Valid test scores from other schools will be accepted for new transfer students, however, Commerce Public Schools reserve the right to decide validity and may require re-evaluation (parent permission to be secured before re-evaluation is administered).
- D. Review of Placement: Evaluation of the appropriateness of students' placement in gifted educational programming will be ongoing. If a student is identified on the basis of a nationally standardized test of intellectual ability, the test may be considered valid for the student's public school experience.
- E. Removing students from options:
 - 1. Students may be removed from a programming option which is not meeting their educational needs following a conference with parents.
 - 2. Students whose needs are not met by current placement will be considered for other programming options more appropriate to their needs.

VII. Programming Description: Differentiated education includes multiple programming that is modified in pace, breadth, and depth.

A. Programming options

- 1. Programming options will be coordinated by the site gifted education coordinator and committee to guide the development of gifted students from the time they are identified through graduation from high school.
- 2. Students will be placed in programming options based on their abilities, needs, and interests.
- 3. Gifted 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, or product.
 - a. Content is differentiated in breadth, depth, or pace.
 - b. Processes for gifted students stress creativity and higher thinking skills.
- 3. Curriculum is planned to assure continuity.

- C. 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.
 - 1. Every school site will complete a site gifted plan for the following year by April 15 each year.
 - 2. Each site will plan curriculum opportunities to allow students to move through the curriculum at a flexible pace, provide differentiated curriculum to meet unique needs, and facilitate academic/social support.
 - 3. When appropriate, differentiation will occur in content, process, product, and learning environment.
 - 4. Staff development opportunities will be an integral component of the program.

VIII. Options for providing differentiated education may include the following:

A. Elementary Gifted Plan

- 1. Appropriate Flexible Pacing
 - a. Individualization of instruction- instruction of an individual student focused on that student's needs.
 - 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. Differentiated or enriched classes- include differentiated curriculum and accelerated content designed for the able students. These classes need not be limited to identified gifted students.
 - d. Independent study- individually contracted in-depth study of a topic; also a course of study taken through an individual arrangement.
 - e. 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.
 - f. Instructional groups- any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
 - g. 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.

- h. Curriculum compacting- a system designed to adapt the regular classroom to meet the needs of gifted students by eliminating previously mastered work or streamlining work to allow for faster mastery. Time gained may be used for appropriate enrichment/acceleration experiences.
- i. Dual enrollment- qualified students taking middle or high school courses while at the elementary school.
- j. Other

2. Enrichment

- a. Enrichment of content in the regular classroom- Experiences provided in the regular classroom that are supplemental to the regular curriculum and are purposely planned with the needs, interests, and abilities of particular students in mind. Appropriate enrichments are not a repetition of material such as learning centers, guest speakers, independent study and others.
- b. Seminars- Special short-term sessions focused on one area of study.
- c. Resource room- a time for students released from their regular classroom on a scheduled basis to work with an educator trained in gifted education.
- d. Interest groups- any short-term group organized from one or more classrooms on the basis of interest in a topic.
- e. Other

3. Academic/social support

- a. Guidance and counseling- planned activities, sessions and policies that assist gifted students in planning their academic career and that also stress specific social-emotional needs of the gifted including underachievement.
- b. Other

4. Staff development

Examples include implementation of Commerce School District Gifted Program, components of appropriate flexible pacing, integrated curriculum/thematic units, learning styles, higher level thinking skills, problem finding and problem solving, and others.

B. Middle School Gifted Plan

1. Appropriate flexible pacing

- a. Individualization of instruction- instruction of an individual student focused on his/her specific educational needs.

- b. Proficiency based promotion- middle school students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- c. Independent study- individually contracted study of a topic; also a course of study taken by individual arrangement.
- d. 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.
- e. Cross grade groups- opportunity for students to work in an advanced level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
- f. Curriculum compacting- adapting the regular curriculum to meet the needs of above average students by eliminating previously mastered work or streamlining work that may be mastered at a faster rate. Time gained may be used to provide enrichment and/or acceleration experiences.
- g. Acceleration- administrative practices designed to allow progress through the curriculum and/or grade levels at a rate faster than the average.
- h. Dual enrollment- qualified students taking high school courses while at the middle school.
- i. Other

2. Enrichment

- a. Enrichment of content in the regular classroom- experiences provided in the regular classroom that are supplemental to the regular curriculum and are purposely planned with the needs, interests, and abilities of particular students in mind. Enrichment is not a repetition of material. Examples include learning centers, guest speakers, independent study, and others.
- b. Mentorships- pairing individual students with someone who has advanced skills and experiences in a particular discipline and who can serve as a guide, advisor, counselor, and role model.
- c. Seminar- special short-term sessions focused on one area of study.
- d. Creative and academic competitions- organized opportunities for students to enter local, regional, state, or national contests in a variety of areas. Examples include science fair, geography bee, academic team, and others.
- e. Interest groups- any group organized from one or more classrooms based on interest in a topic.
- f. Other

3. Academic/social support

- a. Duke talent search- conducted by Drake University to identify academically talented youth and inform them of abilities and academic options.
- b. Guidance and counseling- Planned activities, sessions, and policies that assist gifted students in planning their academic careers and address the specific social-emotional needs of the gifted including underachievement.
- c. Other

4. Staff development

Examples include implementation of the Commerce School District Gifted Program, components of flexible pacing, integrated curriculum/thematic units, learning styles, higher level thinking skills, problem finding and problem solving, and others.

C. High School Gifted Plan

1. Appropriate flexible Pacing

- a. Individualization of instruction- instruction of an individual student based on his/her specific educational needs.
- b. Proficiency based promotion- secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- c. Independent study- individually contracted in-depth study of a topic; also a course of study taken through an individual arrangement.
- d. Continuous progress- content and pacing of curriculum and instruction matched to students' abilities and needs. Students move ahead on the basis of mastery.
- e. Instructional groups- any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- f. 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.
- g. Curriculum compacting- adapting the regular curriculum to meet the needs of above average students by eliminating previously mastered work or streamlining work that may be mastered at a faster pace. Time gained may be used to provide enrichment and/or acceleration experiences.

- h. Acceleration- administrative practices designed to allow students to progress through the curriculum or grade levels at a faster than average rate.
 - i. Correspondence courses- high school courses taken by correspondence through an approved university.
 - j. Concurrent enrollment- qualified students taking college courses concurrently while enrolled in high school.
 - k. CLEP testing- testing for college credit in an area
 - l. Other
2. Enrichment
- a. Enrichment of content in the regular classroom- experiences provided in the regular classroom that are supplemental to the regular curriculum and purposely planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichments are not repetition of material and may include learning centers, guest speakers, independent study, and others.
 - b. Mentorships- pairing individual students with someone who has advanced skills and experiences in a particular area and who can serve as a guide, advisor, counselor, and role model.
 - c. Seminars- special short-term sessions where students focus on one area of study or topic of interest.
 - d. Creative and academic competitions- organized opportunities for students to enter local, regional, state, or national contests in a variety of areas such as science fairs, academic teams, and others.
 - e. Interest groups- a group organized from one or more classrooms based on interest in a topic.
 - f. Other
3. Academic/social support
- a. Guidance and counseling- planned activities, sessions, and policies that assist gifted students in planning academic careers and address the specific social-emotional needs of the gifted including underachievement.
 - b. Other

4. Staff development

Examples include implementation of Commerce School District Gifted Program, components of appropriate flexible pacing, integrated curriculum/thematic units, learning styles, higher level thinking skills, problem finding and problem solving, and others.

IX. Evaluation

- A. A systematic plan for ongoing evaluation is part of program planning and implementation and will be established by the Local Advisory Committee. Each site will provide an evaluation process as a basis for site planning.
- B. Students teachers, parents, and administrators will annually evaluate gifted educational programming at each site. Results will be communicated to program decision-makers at the district and site levels and, as appropriate, to students, parents, and the public.
- C. The evaluation process assesses identification, instructional program, professional development, community involvement, program management, and the evaluation process.
- D. The evaluation will focus on the appropriateness of gifted educational programming.
- E. Program option planning will include a plan for evaluation.
- 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. Students who pass proficiency tests or take advanced content courses will be noted on student transcripts.

X. 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 but no more than eleven members, at least one third 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 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 Meetings Act.
- F. The school district will furnish staff who have training in gifted education for the 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. 1210.308(A)]

XI. Qualifications and responsibilities gifted child educational staff

A. Qualifications of staff

- 1. Teachers hold a valid Oklahoma teaching certificate valid for the grade levels included in the program.
- 2. Gifted educational program coordinators hold a valid Oklahoma teaching certificate.
- 3. Teachers and gifted education coordinators whose duties include direct involvement with gifted and talented students will participate in in-service training or college training designed to assist them in the area of gifted education.
- 4. Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students.

B. 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.

- 1. The designated gifted education facilitator provides professional support through modeling, consultation, co-teaching, collaborative problem solving, in-service training, and assists classroom teachers in finding and securing resource material or persons.
- 2. The designated gifted education facilitator is responsible for coordinating gifted student identification, monitoring student progress, and record maintenance.
- 3. Classroom teachers will have and provide upon request documentation demonstrating that curriculum has been and continues to be modified in depth, breadth, and pacing.

XII. Budget

- A. Each site coordinator for gifted educational programming with the site committee and administrator will prepare a budget for gifted educational programming as a part of the site gifted plan.

- B. The district coordinator will compile the site budgets and will prepare with the superintendent and the local advisory committee a district budget for gifted educational programming.
- C. The district budget for gifted educational programming will be accomplished by completing the annual gifted report online which is required by the State Department of Education.
- D. The budget for gifted educational programming will be approved by the Board of Education before filing with the State Department of Education.

XIII. 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.

XIV. Parental Notification: Commerce District will notify in writing the parents of each child identified as gifted. This notification can be a conference at the school or mailed to the parents. The district will also provide each parent with a summary of the program to be offered the child.

Revised this 10th day of September, 2012.

President, Board of Education

Vice-President, Board of Education

Clerk, Board of Education

Deputy Clerk, Board of Education

Member, Board of Education

ADDENDUMS:

A.

**GIFTED PROGRAM
Multicriteria Evaluation Matrix**

Student Name _____ Grade _____

School _____ Date _____

97% on Nationally Standardized Test of Intellectual Ability is automatic placement.

Assessment Areas	2	4	6	8	10
Nationally Standardized Test of Intellectual Ability:(circle)	87-88%ile	89-90%	91-92%	93-94%	95-96%
Test Name _____					
Date _____ Score _____					

Oklahoma State/EOI Tests	2	4
Math or Algebra I (circle)	Satisfactory	Advanced
Date _____		
Reading or English II	Satisfactory	Advanced
Date _____		

Achievement as demonstrated on ONLY ONE of the following tests:

	1	2	3	4	5
Achievement Test					
Name of Test _____ Date _____					
Total Math (circle)	85%ile	88%	91%	94%	97%
Total Reading (circle)	85%ile	88%	91%	94%	97%

EXPLORE or PLAN or ACT Test

Date _____

Math (circle)	85%ile	88%	91%	94%	97%
Reading (circle)	85%ile	88%	91%	94%	97%

PSAT

Date _____

Math (circle)	85%ile	88%	91%	94%	97%
Verbal (circle)	85%ile	88%	91%	94%	97%

Recommendation: Self, peer, parent,

<u>Teacher, or an average thereof:</u>	1	2
Inventory Score (circle)	2.5	3.5

Overall Total: _____

****An overall total of 12 or greater recommends placement in Gifted & Talented.**

B.

GIFTED PROGRAM NOMINATION INVENTORY

Name of Student _____ School _____ Grade _____ Date _____

Person completing form _____ Teacher _____ Parent _____ Other (_____)

Disregarding test results, would you rank this pupil in the upper 3 percent of their class in academic performance? ___Yes ___No

In your opinion, is this child gifted? ___Yes ___No Is performance consistent with results of standardized tests? ___Yes ___No

Rating Scale

	Seldom	Occasionally	Often	Almost Always
Items to be evaluated	1	2	3	4
Possesses a comfortable knowledge of basic skills and factual information				
Enjoys learning; learns rapidly				
Persistence (Has the ability and desire to follow through on work; concerned with competition; able to see a problem through): In own interest _____ In assigned tasks _____				
Intellectual curiosity (Pursues interests primarily to understand or satisfy curiosity; questions the common, ordinary, or the unusual; wants to know how and why; generates questions of their own, in connection with personal interests or group concerns)				
Enjoys the challenge of difficult problems, issues, and materials				
Is alert, perceptive, and observant beyond their years; aware of many stimuli				
Has advanced vocabulary for age or grade level				
Flexibility (Is able to approach ideas and problems from a number of perspectives; adaptable; able to find alternative ways of solving problems)				

Rating Scale				
Items to be evaluated	Seldom 1	Occasionally 2	Often 3	Almost Always 4
Sensitivity to problems (Perceives and is aware of problems that others may not see; is ready to question or change existing situations and suggest improvements)				
Originality (Often uses original methods of solving problems, is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality)				
Fluency of ideas (Produces a large number of ideas or products, often very quickly)				
Reasoning (Is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or sees parts in relation to the whole)				
Scientific method (Can define problems, formulate hypotheses, test ideas, and arrive at valid conclusions)				
Independence (Inclined to follow their organization and ideas rather than the structuring of others)				
Elaboration (Concerned with detail and complexity; often involved with a variety of implications and consequences)				
Total each column				

Total Points _____ divided by 16 = _____ Average of column totals