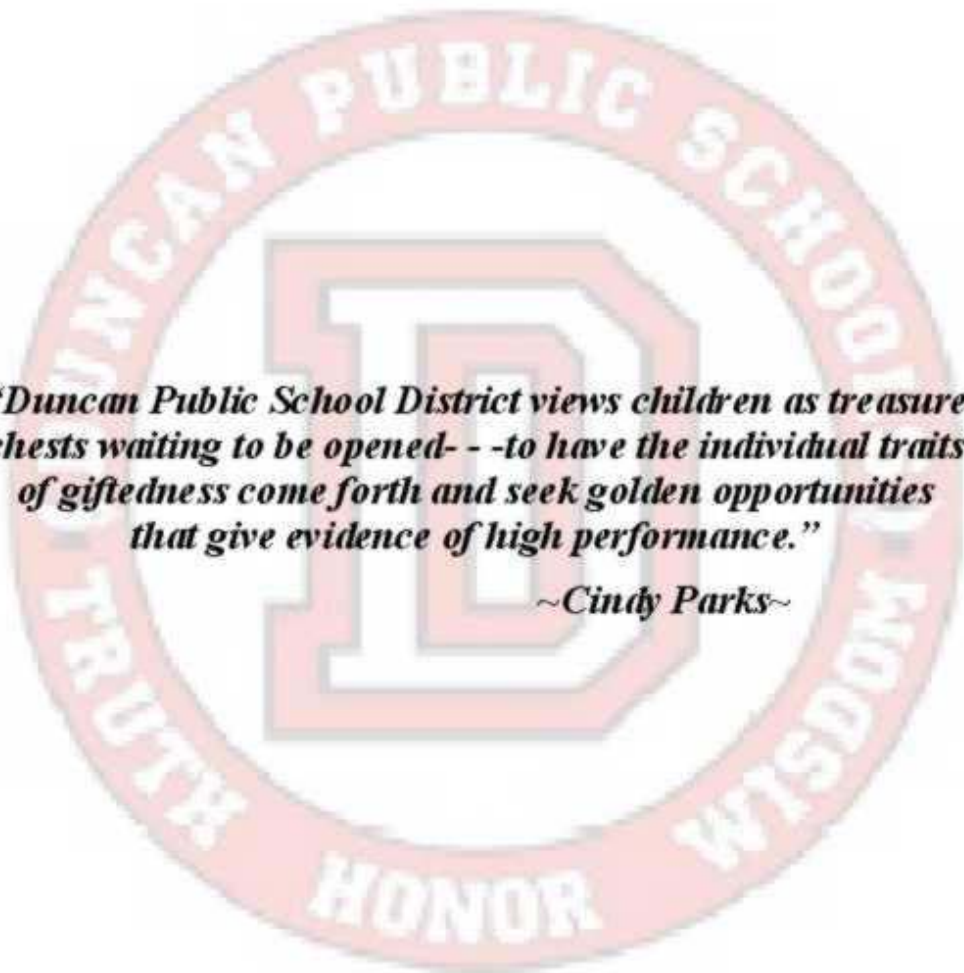


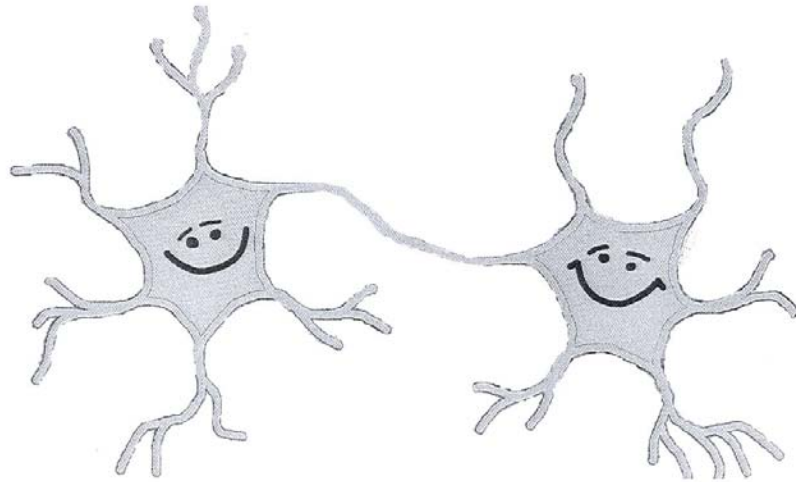
Gifted/Talented/Enrichment District Plan Pre K-12

The logo for Duncan Public Schools is a circular emblem. It features a large, stylized letter 'D' in the center, with a smaller 'D' nested inside it. The 'D' is white with a red outline. Surrounding the 'D' is a red ring containing the words 'DUNCAN PUBLIC SCHOOLS' at the top and 'TRUTH HONOR WISDOM' at the bottom, all in white capital letters.

“Duncan Public School District views children as treasure chests waiting to be opened- - -to have the individual traits of giftedness come forth and seek golden opportunities that give evidence of high performance.”

~Cindy Parks~

**Duncan Public Schools
Dr. Sherry Labyer
Superintendent**



*“Duncan Public School District
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Cindy Parks

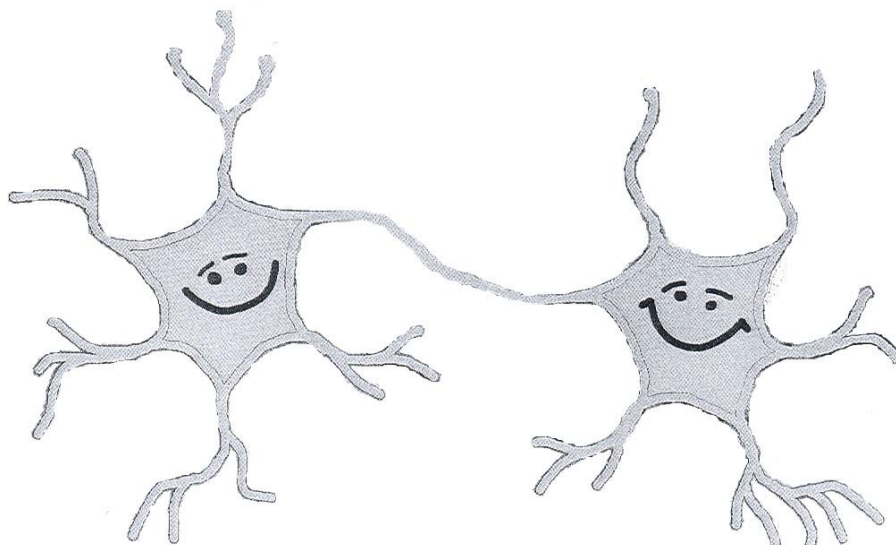


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INTRODUCTION

The Duncan Public Schools is student-centered. We believe that all children should have the opportunity for the best instructional program possible and that all students should be provided equity of educational opportunities. Because some students have special educational needs, the district will provide educational programs which are designed to provide the experiences necessary for those students identified as “Gifted and Talented.”

MISSION STATEMENT

The mission of Duncan Public Schools Gifted/Talented/Enrichment program is to provide a challenging and rewarding educational experience for all students in our district.

PHILOSOPHY

The philosophy of Duncan Public Schools program for gifted and talented students encompasses four core benefits.

- 1. Gifted and Talented students view the world in nontraditional ways; they are divergent thinkers. Therefore, they require curriculum differentiation, which modifies learning experiences to address their complex and unusual learning styles.**
- 2. Variances occur in the gifted population with the same frequency as in the general population. Gifted children can be culturally diverse and come from any socio-economic environment. They may have learning disabilities, behavior problems or handicaps. Therefore, the selection process for services should be sensitive to this diversity.**
- 3. Students may be gifted in one content area and not gifted in others. Therefore, programs should be designed to allow participation in the students’ particular area(s) of giftedness.**
- 4. Gifted students need to**
 - a. Master required content**
 - b. Learn basic skills**
 - c. Present ideas through traditional product forms**
 - d. Understand how to access and organize information**

However, mastery of the required curriculum is not sufficient for the development of their talents. Therefore, opportunities for specific gifted and talented development will be provided.

Advisory Committee on Gifted Education

Members of the Gifted Advisory Committee are a broad representation of the community, and are selected according to the requirement of state law.

The Gifted Advisory Committee assists in the formulation of district goals for gifted education, the development of the district plan for gifted child educational programming, the review of the district expenditures report on gifted child educational programming and performs other advisory duties as requested by the Board of Education.

The Gifted Advisory Committee is appointed or reappointed by the district Gifted and Talented Coordinator by September of each school year. Members serve two-year terms. The first meeting of the Advisory Committee will be called by October 1 of each year, and will meet at other times as necessary. At the first meeting of each year, the committee will elect a chair and a vice-chair.

The Gifted Advisory Committee will consist of three to eleven members. The district Gifted and Talented Coordinator will appoint all members. Committee members will consist of parents of children identified as gifted, and community members who may be, but are not required to be, parents of students within the district.

District personnel knowledgeable of gifted programming and practices will be appointed to serve on the committee. Other district personnel will be available to advise the committee when needed. Space for the meeting will be provided by the district. All meetings of the advisory committee are subject to the provisions of the Oklahoma Open Meeting Act.

Advertisement of the Gifted Program

The public will be informed about the gifted and talented program through the district elementary and secondary student handbooks. The Gifted Education Plan will be made widely available, and will be available upon request to the community.

Identification for Gifted Programming

The process of identifying students for the gifted and talented program will accommodate the pluralistic population and diverse talents of the students in the Duncan Public Schools. The procedures used in the identification of gifted students will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition. Identification of gifted students is an ongoing process extending from Pre-K through grade twelve. Opportunities will be provided for students to be considered for placement in gifted programs throughout the school experience.

Gifted and Talented identification, a Four-Step Process: Nomination, Screening, Identification, Placement

Gifted and Talented Nomination Forms are available in the principal's office. Gifted educational programming is part of the school schedule. The site coordinator for gifted education will facilitate an ongoing process of nomination, screening, identification and placement.

I. Nomination

Nominations of students for the Gifted and Talented Program will be accepted from a wide variety of sources:

- A. Professional educators
- B. Parents
- C. Community members
- D. Peers
- E. Self
- F. Others as appropriate

II. Screening

Data needed for identification will be collected on nominated students and will be used to screen for eventual identification:

- A. Standardized ability and achievement tests
- B. Student achievement within the curriculum
- C. Student work portfolios
- D. Student achievement outside the school's curriculum
- E. Capability areas:
 - 1. Creative Ability
 - 2. Leadership Ability
 - 3. Artistic Ability
- F. Other information as needed:

G.

1. **Category 1:** A score in the top three percent on a nationally standardized test of intellectual ability results in automatic placement into appropriate gifted programming options with parental approval. If a student fails to qualify in the area of intellectual ability with the first test, parents may request an additional evaluation at no cost on a yearly basis. Parents must grant permission for individual testing.
2. **Category 2:** Student placement decisions in the capability areas (Creativity, Leadership, Visual and Performing Arts) will be based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from gifted educational programming.
3. Uniform identification procedures will be used to identify students for gifted educational programming options.
4. Evaluation of the appropriateness of a student's placement in gifted educational programming will be ongoing.
5. Strict confidentiality will be followed.
6. The identification and placement process includes parental involvement.

III. Identification

Once identified, students will be provided an appropriate differentiated education beginning in September. The building principal is ultimately responsible for the differentiation of the educational program at his/her school. The professional staff of each site will provide opportunities and services which differentiate, supplement and support the regular educational program in order to meet the special needs of students identified as gifted and talented. Parents will be given written notice that their child has been identified for placement in the gifted educational programming. Parents will be provided a summary of the gifted programming options available to their child.

IV. Placement

After data has been analyzed, the site committee will select the appropriate programming options and will make placement decisions. Parent and student will be involved in placement decisions. Parents may appeal a placement decision with:

- A. The site committee
- B. The site principal
- C. The district gifted program coordinator

Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of a final placement. A record of placement decisions and data on all nominated students will be maintained for a minimum of five years or for as long as needed for educational decisions for any student who was nominated, screened and who subsequently did not meet the requirements of the gifted and talented program. "NOT IDENTIFIED" will be clearly and appropriately noted on the Individual Programming Option Sheet. Record of nomination, to include the gifted nomination form, will be filed in the same location as the gifted folders.

Record of nomination will not be placed on a student's permanent record, transcript or guidance folder. Strict rules of confidentiality must be observed. Students may be nominated again at any other time. Transfer students who were identified as gifted and talented in another school district will be considered for gifted status by the site committee. Once a new student has met the requirements of the gifted program of the Duncan Public Schools, he/she will be placed in Duncan Public Schools gifted educational program within three weeks.

Students with Limited English Ability

Bilingual students will be administered appropriate tests by a district counselor. Parental permission is required prior to testing. Students scoring in the top three percentile will qualify for gifted status.

Cumulative Folder

A copy of IPOS will be placed in the student's cumulative folder.

Programming Options

The professional staff of each school will provide programming which meets the special needs of students identified as gifted and talented in their building. The goal of comprehensive programming is to provide appropriate differentiated educational opportunities for all students modified in pace, breadth and depth that include multiple programming options and curriculum. The school site program may include any appropriate option but is not limited to any of the options. Appropriate programming for gifted students may include many options designed to meet the needs of the student. Some options are available only at particular grade levels. These programming options may also be appropriate for able learners who have not been identified as gifted.

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. Students will be placed in programming options based on their abilities, needs and interests.

Gifted child educational programming is ongoing and a part of the school schedule. Differentiated education will be in place during September. Curriculum for the gifted extends or replaces the regular curriculum. Curriculum is differentiated in content, process and/or product. Content is differentiated in breadth, depth and/or pace. The process for gifted students stresses creativity and higher level thinking skills. Curriculum is planned to assure continuity. A parent conference must be held prior to a student's exit from a particular programming option or options.

Academic and Creative Competitions – Opportunities for students to enter local, regional, state national contests in a variety of areas.

Acceleration of Content – Students progress through the curriculum and/or grade levels at a rate faster than the average.

Advanced Placement (A. P.) – College-level courses available to senior high students meeting specific criteria of the individual department. Students may receive college credit by examination.

CELL - Cognitively Enriched Learning Lab is a pull-out program for the third, fourth, and fifth grade intellectually gifted students. Students attend one day each week, and are not required to make up work missed while at CELL.

Cluster Grouping – Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction.

Concurrent Enrollment - Qualified students may enroll in college courses concurrently while in high school according to district and university guidelines.

Correspondence Courses – This option allows high school students to satisfy accredited goals through an approved university.

Cross-Grade Grouping – Opportunity for a student to work in advanced grade-level settings.

Curriculum Compacting – 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.

Decathlon – Academic competition for high school students.

Differentiated Curriculum – Curriculum designed to meet the needs of high-ability students which is differentiated according to content, process and product.

Education Station – A pull-out program designed for category 1 and 2 gifted and talented students in the fourth and fifth grades.

Elective Courses – Gifted students' needs in the areas of visual arts, performing arts and leadership are met through a variety of curricular offerings: band, vocal music, art, leadership classes, etc.

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. This curriculum is made up of learning experiences with greater depth and/or breadth for the student who understands abstract ideas, enjoys complexity and has either a deep or wide range of interests.

Guidance and Counseling – Assists students in planning their academic careers, and addresses the specific social-emotional needs of the gifted to include under-achievement.

Guided Research – Students engage in research under the direct supervision of a teacher.

Honors Classes – Available to secondary students who are highly motivated and have the ability to perform successfully in an accelerated course.

Independent Study – Individually contracted in-depth study of a topic within the classroom.

Interest-Based Independent Study – Students are encouraged to pursue their own interests with support and guidance from the teacher.

Learning Centers – A designated area designed to enrich or accelerate students' interest in a given content area.

Mentorship Program – Senior students work with local professional people in order to be exposed to high-level careers. The student receives high school credit.

Monthly Challenge – A middle school program designed for those students who desire a unique challenge beyond the standard curriculum. The theme changes monthly and the students who meet the challenge are acknowledged with a guest speaker, field trip, etc.

OSSM (Oklahoma School of Science and Mathematics) – The Duncan Regional Center of the OSSM provides collegiate-level science and math curriculum for academically advanced high school students.

Ph. D. – A directed discussion of philosophy on a weekly basis, with middle school students.

Proficiency-Based Promotion Test – Students advance through grade/level/subject by demonstrating proficiency at the ninety percent level or higher.

Seminars (enrichment workshops, etc.) – This option is made available on a limited basis by colleges to senior high students.

Student Enrichment Program – Enrichment classes or courses offered in the summer at various sites.

Gifted and Talented File Folder

The site coordinator will maintain an individual file for each Category 1 student enrolled. The site teacher will keep record of Category 2 identified students. The Category 1 file folder must be maintained throughout the child's school career and must move with the child from grade to grade. The Gifted and Talented Folder must be filed separately from other records and must contain:

- A. The Individual Programming Option Sheet (I.P.O.S.)
- B. A copy of the Letter to Parents notifying them of their child's gifted placement
- C. The Nomination Form, unless identified by test score

The Gifted and Talented File Folder should also contain:

- A. A copy of the test results that resulted in gifted and talented placement (only if placed by test score) will be available in cumulative folder
- B. Evidence of the method of placement if other than test scores
- C. Contests entered
- D. Contest results
- E. Field trips for gifted and talented students
- F. Other evidence of participation in gifted and talented activities

Roles and Responsibilities of Staff

Board of Education – Elected representatives of the community.

Superintendent - Works with the advisory committee, oversees the district coordinator who files reports and information as required by the State Department of Education relative to gifted educational programming.

Gifted and Talented Coordinator-Central Office - Works with the advisory committee. Files the district report on gifted programming. Submits information as required by the State Department of Education, including the yearly gifted child count. Prepares the district gifted and talented budget in conjunction with the gifted advisory committee and the superintendent. Files other reports and information as are required by the State Department of Education relative to gifted educational programming.

Gifted Advisory Committee – Assists in the formulation of district goals and district gifted educational plan in conjunction with the gifted and talented coordinator and superintendent. Performs other duties as requested by the Board of Education.

Site Principal – Coordinates gifted educational programming. Insures that the teaching staff understands that the responsibility to provide differentiated programming for gifted students lies with the classroom teacher. Works with the site committee coordinating gifted educational programming and completes such reports and information as required by the district coordinator for gifted educational programming. Assists the district coordinator with the yearly gifted child count.

Gifted Site Coordinator – Works with the site committee. Assists the principal in coordinating the site programming options and with reports and information as required by the district coordinator. Assists the district coordinator with the yearly gifted child count.

Gifted Site Committee – Works with the site principal and site coordinator to screen and identify gifted students. Assists in coordinating gifted educational programming and with reports and information as required by the principal and site coordinator.

Teaching Staff - Responsible for providing differentiated programming for gifted students. Implements appropriate programming options. Teachers with direct involvement with gifted and talented students will participate in training to assist them in gifted education.

Qualifications of Gifted Educational Program Staff

Teachers hold a valid Oklahoma teaching certificate appropriate to the grade levels included in the program. Gifted educational program coordinators hold a valid Oklahoma teaching certificate, and will participate in in-service or college training designed to educate and assist them in the area of gifted education. 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 area of gifted education. Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students.

Expenditures Report

A report of district gifted and talented expenditures will be submitted to the State Department of Education by September 1 of each year. Expenditures will be coded to the gifted program using the Oklahoma Cost Accounting System.

Evaluation

The Gifted Education Advisory Committee will set aside one meeting a year at which parents and other community members may speak and express themselves concerning

gifted educational programming. Evaluation findings are communicated to appropriate audiences. Evidence of mastery of content, higher level thinking skills and creativity are evaluated. The evaluation process provides accurate, timely and relevant information to decision-makers for improving programming options to gifted students. Programming options are evaluated whenever programming options are planned. Identification, staff development, programming options, curriculum and community involvement are evaluated. Data for evaluation are obtained from a random sample taken from district personnel and the community. Advanced content courses are noted on student transcripts.

Definition of Terms

Artistic Ability – The ability to excel in any imaginative art form, including, but not limited to, drawing, painting, printmaking, sculpture, jewelry making, music, speech, debate or drama. The site staff is encouraged to develop methods of identifying students with Artistic Ability.

Confidentiality – All student information will be maintained in accordance with the strict rules and regulations provided by law and the district.

Creative Ability – Refers to students who show imagination or inventiveness. Students with creative ability can discover new solutions to problems, see new relationships, find new modes of artistic expression, or new and better ways for achieving goals. The site staff is encouraged to develop methods of identifying students with Creative Ability.

Gifted Programming Options – 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.

Gifted and Talented Children – Students identified at the elementary and secondary level as having demonstrated high-performance capabilities that need differentiated or accelerated education or services.

Identification - The process through which students qualify for the gifted program.

Individual Programming Option Sheet (I.P.O.S.) – Form used to record a student’s area of giftedness, test scores and program options. The school will mail a copy of the I.P.O.S. to the parents of all the identified students at the beginning of each school year.

Intellectual Ability – Students who at any time scored in the top three percent on a nationally standardized test of intellectual ability. Students scoring in the top three percentile qualify for automatic placement in gifted programming regardless of other factors.

Leadership Ability – Refers to students who show the ability to lead. Leadership may be displayed in a variety of ways: academics, behavior, athletics, student council, civic responsibility. The site staff is encouraged to develop methods of identifying students with Leadership Ability.

Nomination – A teacher, parents, student, or community member may nominate any student for the gifted educational program. Once nominated, the student’s records will be screened for evidence of giftedness.

Parent – A parent, legal guardian or person legally responsible for the child’s welfare.

Placement – The process of selecting the appropriate programming options for each identified student. Appropriate placement for each gifted and talented student will be determined by the site committee and the student’s parent.

Screening – The process by which students are evaluated to determine giftedness as defined by state law.

Site Committee on Gifted Education – Will consist of the site principal or designee, the site gifted and talented coordinator and a teacher who is a “specialist” in the area of giftedness to be determined. The site committee may also include the parent of the student, counselor, librarian, student and other certified staff. The site committee will have no fewer than three members. The site committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with the gifted educational plan, State Board of Education regulations and state statutes.

Site Coordinator for Gifted Education – Site principal or designee charged with the ongoing process of screening, identification and placement of students in gifted educational programs.

Specialist – Educational professional, usually a teacher, with a specialized training or expertise in a specific area. This person is an advisor in regard to the student’s potential ability and placement in the gifted program in the specialist’s area of expertise; for example: specific academic area, visual art or performing arts.

Specific Academic Ability – Students who excel in one or more academic areas, such as math, English, etc. High achievement test sub test scores and/or high grades in specific subject areas.

Nomination Form

The Nomination Form must be kept on file in the identified student’s Gifted and Talented File Folder. Nomination forms for students nominated and not identified will be filed near the Gifted and Talented folders.

See Nomination form and Individual Programming Option Sheets in Appendix A.

Parental Notification

Each year the site coordinator will notify in writing the parent of all students identified as gifted and talented. A parent conference may be held with the parent of a student identified for the first time. The Individual Programming Option Sheet and the Parent Letter will be used as written notification and will serve as a description of the program to be offered to the student. The parent letter will be sent by the site coordinator each year.

Annual Deadlines

September 15	Board of Education approves membership of Gifted Education Advisory Committee
October 1	Superintendent calls first meeting of Gifted Advisory Committee on or before this date each year. Chair and Vice-Chair elected
November 1	Updated Gifted Education Plan due to the State Department of Education Updated Budget due to State Department of Education
November 1	Gifted Child Count due to the State Department of Education
August 1	Expenditures Report due to State Department of Education

Program Monitoring

The State Department of Education will monitor twenty-five randomly selected districts, as well as districts with extraordinary numbers of identified students, identified students who as a group are not representative of racial and socio-economic demographics, unusual budget reports, inappropriate implementation policies or questionable gifted child programming.

Appendix A – Forms begin on next page.

Duncan Public Schools Gifted and Talented Nomination Form
(Give completed form to child's principal)

Student _____ Age _____
 Grade _____

School _____ Homeroom Teacher _____

Parent's Name _____
 Telephone _____

This nomination enables this child to be screened for the gifted program. Nominations may be submitted by professional educators, parents, peers, self or community members. Candidates will be screened for giftedness in the following areas:

- (1) Standardized Achievement Test Scores
- (2) Creativity
- (3) Leadership
- (4) Visual and Performing Arts

The following is a list of characteristics that gifted children may possess. A gifted child may not possess all of these characteristics. Note the characteristics you have observed in this child. Please circle a number for each item which best describes this child.

- 3-strong evidence of this trait
- 2-some evidence of this trait
- 1-little evidence of this trait

- | | | | |
|---|---|---|---|
| 1. Learns rapidly; is widely informed; retains what has been learned | 3 | 2 | 1 |
| 2. High academic achievement in one or more areas.
(May not be performing up to ability in other areas.) | 3 | 2 | 1 |
| 3. Uses a rich vocabulary in a meaningful manner | 3 | 2 | 1 |
| 4. Displays initiative in developing and executing plans | 3 | 2 | 1 |
| 5. Is curious; wants to know how things work | 3 | 2 | 1 |
| 6. Reasons well; recognizes relationships; shows insights | 3 | 2 | 1 |
| 7. Asks probing questions; seeks clarification | 3 | 2 | 1 |
| 8. Is alert; keenly observant; quick in responding | 3 | 2 | 1 |
| 9. Displays a sophisticated sense of humor | 3 | 2 | 1 |

- | | | | |
|--|---|---|---|
| 10. Is persistent, resourceful, and/or self-directed | 3 | 2 | 1 |
| 11. Expresses self well in writing and/or speaking | 3 | 2 | 1 |
| 12. Is aware of problems others often do not see | 3 | 2 | 1 |
| 13. Displays creativity, originality, and/or imagination
in any form of creative expression | 3 | 2 | 1 |
| 14. Generates original or unique ideas | 3 | 2 | 1 |
| 15. Is able to concentrate for long periods of time on tasks of interest | 3 | 2 | 1 |
| 16. Can work independently | 3 | 2 | 1 |
| 17. Enjoys reading and reads often | 3 | 2 | 1 |
| 18. Has interests similar to older children or adults in games/reading | 3 | 2 | 1 |
| 19. Uses unique and unusual ways of solving problems | 3 | 2 | 1 |
| 20. Often finds and corrects own mistakes | 3 | 2 | 1 |
| 21. Is able and willing to work with others in a cooperative manner | 3 | 2 | 1 |
| 22. Sets high standards for self | 3 | 2 | 1 |
| 23. Chooses difficult problems over simple ones | 3 | 2 | 1 |

Hobbies and special interests (collections, dancing, making models, swimming, singing, painting, cooking, sewing, drama, etc.)

What special lessons, training or learning opportunities does this child have outside of school?

At what age did this child learn to read?

What other things would you like known that would be helpful in planning a program for this child?

Referred by:

____ Educator ____ Parent ____ Peer ____ Self ____ Community member

Signature _____

**DUNCAN PUBLIC SCHOOLS
GIFTED & TALENTED PROGRAM**

ELEMENTARY INDIVIDUAL PROGRAMMING OPTIONS

Student's Name _____

School _____ Grade _____ Date _____

Area(s) of Giftedness

____ Intellectual ____ Creative Thinking Ability ____ Leadership Ability

____ Visual and Performing Arts Ability ____ Specific Academic Ability

Possible Options for student's gifted educational program:

**ACADEMIC COMPETITIONS
DIFFERENTIATED CURRICULUM
CURRICULUM COMPACTING
COGNITIVELY ENRICHED
LEARNING LAB
CLUSTER GROUPING
COMPUTER PROGRAMS
CROSS-GRADE GROUPING**

**CREATIVE COMPETITIONS
ACCELERATION OF CONTENT
ENRICHMENT IN REGULAR CLASSROOM
LEARNING CENTERS
GENERAL MUSIC
GUIDANCE AND COUNSELING
GUIDED RESEARCH
EDUCATION STATION**

OTHER _____

Comments:

Parent Signature

Site Teacher or Principal

Site Coordinator of Gifted & Talented

**DUNCAN PUBLIC SCHOOLS
GIFTED AND TALENTED PROGRAM**

MIDDLE SCHOOL INDIVIDUAL PROGRAMMING OPTIONS

Student's Name _____

School _____ Grade _____ Date _____

Area(s) of Giftedness

- a. ____ Intellectual (top 3 percentile)
- b. ____ Creative Ability
- c. ____ Leadership Ability
- d. ____ Artistic Ability
- e. ____ Specific Academic Ability

Options for student's gifted educational program:

DUKE TALENT SEARCH	ACADEMIC COMPETITION
CLUBS: SPANISH, SCIENCE, TIVY,	FOREIGN LANGUAGE
COMPUTER, CHESS, FCCLA	MONTHLY CHALLENGE
DIFFERENTIATED CURRICULUM	WORKSHOPS/SEMINARS
ACCELERATION OF CONTENT	ENRICHMENT IN REGULAR CLASSROOM
ELECTIVE COURSES	GENERAL MUSIC/HONOR CHOIR
PROFICIENCY-BASED PROMOTION	INSTRUMENTAL MUSIC
CLUSTER GROUPING	GUIDANCE AND COUNSELING
COMPUTER PROGRAMS	GUIDED RESEARCH
CROSS-GRADE GROUPING	LEARNING CENTERS
CURRICULUM COMPACTING	Ph.D.
OTHER _____	

Comments:

Parent Signature

Site Teacher or Principal

Site Coordinator of Gifted & Talented

**DUNCAN PUBLIC SCHOOLS
GIFTED & TALENTED PROGRAM**

HIGH SCHOOL INDIVIDUAL PROGRAMMING OPTIONS

Student's Name _____

School _____ Grade _____ Date _____

Area(s) of Giftedness

- a. ___ Intellectual (top 3 percentile)
- b. ___ Creative Ability
- c. ___ Leadership Ability
- d. ___ Artistic Ability
- e. ___ Specific Academic Ability

Options for student's gifted educational program:

Academic Competitions	Decathlon	Learning Centers
Academic Teams	Differentiated Curriculum	Mentorship Program
Acceleration of Content	Elective Courses	Organizations, Clubs
Advanced Placement	Enrichment in Reg. Class	Proficiency-Based Promotion
Cluster Grouping	Foreign Language	Seminars
Concurrent Enrollment	Guidance and Counseling	Speech, Drama, Debate
Computer Lab	Guided Research	Student Government
Correspondence Courses	Honors Courses	Summer Enrichment
Creative Writing	Independent Studies	Visual Arts
Cross-Grade Grouping	Instrumental Music	Vocal Music
Curriculum Compacting	Journalism	Yearbook

Other _____

Comments:

Parent Signature

Site Teacher or Principal

Site Coordinator of Gifted & Talented