



**Lawton Public Schools Board of Education
Regular Meeting
September 7, 2021 5:00 PM
Shoemaker Center Auditorium
753 NW Fort Sill Blvd**

Lawton, Oklahoma 73507

AGENDA

The Board reserves the right to consider, take up and take action on any agenda item in any order, except as to items 1-3. The Board may discuss, make motions, and vote on all matters appearing on the agenda. Such vote may be to adopt, reject, table, reaffirm, rescind, or to take no action on any item. Any person with a disability who needs special accommodations to attend the Board of Education meeting should notify the Clerk of the Board at least 24 hours, to the extent possible, prior to the scheduled time of the Board meeting. The telephone number is 580-357-6900. At the time and place designated, the Board will consider and act upon the matters set out on the Agenda for this meeting as follows:

1. Call to Order
2. Pledge of Allegiance - Kevin Hime
3. Roll Call to Establish Quorum
4. Special Guests/Special Recognitions - Kevin Hime and Patty Neuwirth
5. Architect and Construction Manager at Risk Update
6. Report of the Superintendent
 - 6.a. Information Item: Business Operations and Educational Services Departmental Updates
 - 6.b. Information Item: District Accreditation Status
 - 6.c. Excellence in Education
 - 6.d. Superintendent's Announcement(s)
7. Consent Agenda

(The following matters may be approved in their entirety by the Board upon motion made, seconded and passed by a majority vote of the Board members. However, upon request of any Board member, any one or more matters will be removed from the consent agenda and acted upon separately. Contracts are approved subject to review by the District's legal counsel. Any or all of the public record items included within the consent agenda, i.e. minutes to be submitted for approval; purchase orders to be submitted for acceptance; financial report; proposed transfer of funds between activity accounts; and fund-raising event listings, may be examined at the Office of the Clerk of the Board of Education at the Shoemaker Center, 753 Fort Sill Blvd., Lawton, OK. An appointment to review records is requested.)

 - 7.a. Item(s) Removed from the Consent Agenda for Separate Action

- 7.b. Approval of the Balance of the Consent Agenda
- 7.c. Approval of Item that was Previously Pulled for Separate Action
- 7.d. Approval of the Minutes of the August 19, 2021 Regular Board Meeting
- 7.e. Approval of the Gifted and Talented Advisory Board Members and the Gifted Education Plan
- 7.f. Report of the Purchasing Agent/Encumbrance Clerk - Sheila Relf
 - 7.f.1. Approve Purchase Orders
 - General Fund (11) #'s 1219 - 1386
 - Building Fund (21)
 - Municipal Fund (26)
 - Bond Fund (32) #'s 21 - 22
 - Bond Fund (33) #'s 22 - 28
 - 7.f.2. Payroll Encumbrance Purchase Order Numbers
 - 7.f.3. Change Order
 - Fund 32 - #12
- 7.g. Report of the Clerk - Carla Dewberry-Fulner
 - 7.g.1. Approve to Dispose of Surplus Property
- 7.h. Report of the Activity Fund Custodian - LaQuinta Chambers
 - 7.h.1. Activity Fund Transfers, Expenditures, Establishments, and Amendments
- 8. Proposed Executive Session to Discuss:
 - 8.a. The employing, promoting, or receiving resignation(s) of individual certified and support salaried personnel as listed on the Personnel Reports, Exhibit A and Exhibit B. (Exhibit B includes new potential hires and presented to the board under separate cover).
[Authorized by 25 OKLA.STAT. Section 307 (B)(1) of the Oklahoma Open Meeting Act]
- 9. Vote to Convene into Executive Session
- 10. Acknowledge Board's Return to Open Session
- 11. Executive Session Minutes Compliance Announcement
- 12. Superintendent's Personnel Report / Items Discussed in Executive Session
 - 12.a. Approval of Superintendent's Personnel Reports, Exhibit A (and Exhibit B that was presented under separate cover)
- 13. New Business - This refers to any matter not known about or which could not have been reasonably foreseen prior to the time of posting of the agenda. Okla. Stat. tit. 25 Sec. 311(A)(9)
- 14. The next regular board meeting date is Thursday, September 23, 2021, at 5:00 p.m., in the Shoemaker Center Auditorium.
- 15. Setting New Board Meeting Dates
- 16. Board Announcements
- 17. Adjournment

Time of Posting: 3:30 p.m.

Date of Posting: Thursday, September 2, 2021

Place of Posting: Foyer of Shoemaker Center, 753 NW Fort Sill Blvd.

A handwritten signature in black ink, appearing to read "Kevin Hime". The letters are cursive and somewhat stylized, with a horizontal line through the middle of the "v" in "Hime".

Posted by: _____
Kevin Hime, Superintendent



Lawton Public Schools BOE Update

Prepared on 8/31/21 for board meeting on 9/7/2021

1715A New Eisenhower Middle School:

- AIP will return to inspect the open punch list items once Crossland notifies us they are complete.

1901 Food Service Warehouse Freezer & Refrigerator Replacement:

- Retainage will be withheld (\$26,271.29) until LPS feel confident recent repairs corrected issues with the compressor

1914 Central Middle School HVAC Repair:

- Minor Sheetmetal remains, no date on installation

2003 Ron Stephens Stadium Wall Repair:

- Project is complete

2004 Lawton High School Gym & Auditorium HVAC:

- Final completion is pending delivery of 1 exhaust louver

ARCHITECTS
INTERIOR DESIGNERS
PLANNERS

3220 MARSHALL AVENUE
NORMAN, OK 73072
OFFICE: 405.360.1300
FAX: 405.360.1431



BUSINESS OPERATIONS
Board Meeting Update
September 7, 2021

Chief Operating Officer - Dr. Jason James

- Oklahoma LED district wide light fixture upgrade to LED progressing nicely.
- EHS football and track stadium retaining wall complete, now working on concrete seating/bleachers.
- Extreme Makeover
 - Edison rehab 95% Complete
 - Just need to finish some of the interior details during Fall Break
 - Classroom Furniture ETA by end of September
 - Library Furniture ETA by end of October
 - Lincoln Elementary Fencing project given green light by the city, now waiting on fencing company.
- Summer Special Projects list being prioritized
 - IKE Elementary -flooring - complete
 - MMS – flooring – complete except library
 - MHS JROTC – flooring- scheduled during fall break
 - EHS parking lot – about to be resent for bid
 - MMS extreme makeover – front landscaping & flag plaza near completion; fencing ordered, parking lot sent to CDBL for engineering report (drainage)
- STEM/Maker Space site renovation progressing

Assessment & Accountability - Joan Gabelmann

- Parent notifications and student upload for CogAT (gifted testing) all recommended students, Fall OK ACT - all juniors and seniors who wish to participate, PreACT - all sophomores, and PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) - all sophomores and juniors who wish to participate
- Building Test Coordinator (BTC) Trainings: PreACT, Mastery Connect (promotion-based assessment platform), OK ACT Accommodations, Iowa Basic Skills Online platform, PSAT, and CogAT
- Completing College Career Readiness Report due for October Board Agenda and finishing the 2020-2021 Dropout Report, also for the October Board Agenda, uploaded Accreditation documents to Single Sign-On: Days to Hours Notification, Career Tech Course Approval Board Minutes, District Treasurer/Encumbrance Clerk Training Certificates, & District Treasurer/Superintendent/Encumbrance Bond documentation

Child Nutrition - Daniel Ghrayeb

- Kitchens have opened and participation is up!
- Supplies from the vendors are an issue but we have been navigating it well and making sure to adjust menus to keep options available and plentiful.
- Adjustments have been made throughout many schools to accommodate new school sizes and traffic flow. Each school is running as it should and we are still hiring to fill spots that are vacant.

Curriculum & Instruction (Elementary) - Sherry Havron

- Site visits to schools - my favorite thing
- Supporting principals with best practices in teaching, collaborating with teachers, and school scheduling.
- I am so pleased with the welcoming environment and positive customer service I witness in each school.

Director of Curriculum - Reagan Hall - Ousley

- Supporting schools with textbook access and curriculum pacing
- Mastery Connect Training (1st-12th)
- Ensuring Virtual is set up and all courses are accessible
- RC resources delivered and inventoried

Diversity & Inclusion - Dr. Regina Deloach

- Planning for Hispanic American History Celebration on LPS campuses. The theme, "Be Proud of Your Past, Embrace the Future."
- Conducted the Diversity & Equity Council meeting on Aug. 17, 2021. Purpose of Council: Identify opportunities for improving LPS' capacity to serve students in an equitable manner and make recommendations to the Superintendent. Equity: Equity means every child receives what they need to develop to their full academic and social potential. Working Towards Equity: Working towards equity means interrupting inequitable practices, examining biases, and creating inclusive and just conditions for all students. Conducting planning for Sept. 14, 2021.
- Planning the Sept. 15, 2021, Military Child meeting
- Communicated with all campuses about the Purple Star Designation Survey along with informing the campuses about PD resources. The deadline for Purple Star Survey completion is Oct. 4, 2021.
- Planning the Black History Calendar (ZOOM) Meeting on Sept. 7, 2021. Researched the hiring of Denise Aguilar as the MLK Coordinator.

Facilities Operations/Maintenance - Jack Hanna

Maintenance

- Oklahoma LED started district wide light fixture upgrade to LED
- EHS football and track stadium retaining wall in process
- Picked up and started to distribute disinfectant wipes
- Moved two portables from LRC to Whittier and in the process to connect utilities
- Meetings with BWA for Douglas project
- Received new mowers
- Received new tractor and brush/ finish mower attachments
- Projects
 - IKE Elementary flooring complete
 - MMS – flooring complete
 - MHS JROTC – flooring will start soon
 - LRC-Media Room- 90% complete
 - Cleveland Library- flooring starting in 2 weeks

Transportation- Jay Hunt

- Transportation has hired 3 drivers since the start of school
- New camera systems being installed in buses daily
- Power wash system in bus wash bay being completely repaired.

Federal Programs- Teresa Donahue

- Title I Homeless & IX McKinney-Vento: Providing McKinney-Vento Awareness training for district staff; processing Student Residency Questionnaires and providing clothing/school supplies to eligible students
- Title III English Learner: Processing Home Language Surveys (HLS) forms and administering WIDA Screener to identified students
- Title VI & Johnson O'Malley (JOM) Indian Education: Virtual Tutoring begins September 9th for eligible Title VI students; JOM School Supply distributions complete; processing JOM & Title VI student eligibility forms
- ARP ESSER III application complete and submitted

Grants- Diane Landoll

- Preparing for FY22 Impact Aid Data Collection
- Hope Rising SEL FY22 Implementation
- Preparing and submitting COVID Relief Construction Application

Human Resources - Jean Hastings

- Frontline Recruiting & Hiring Software – implementation almost complete
- MAS – doing data scrubs preparing for the Initial School Personnel Report
- Transferring leave from Alio to MAS

Information Technology - AJ Watson

- Preparing, repairing and deploying devices to students and staff as the school year starts
- Preparing for the installations of Interactive flat panels to swap out older smart boards in classrooms
- Getting additional technology deployed at LRC, TAP rooms, Makerspace Classrooms, and eSports rooms

Media Operations - Dave McDermott

- Received 10 additional copiers to disperse throughout the schools as needed
- Printed new bus signs for display on the buses parked at various locations in Lawton
- eRate funding year FY 21-22 category 1 (internet and intranet) and category 2 (hardware) has been funded by USAC for a total of \$741,647.72

New Staff Development- Stephanie Hime

- September Focus: Classroom Management
- Visiting classrooms of all entry-level teachers
- Hosting September's First Class Meeting
- Publishing 2021-22 First Class News First Edition

Payroll - Paula Diehl

- Auditing all pay records that have transferred from Personnel.
- Preparing to process Sept 1, 2021 payroll.



Athletics - Gary Dees

- Officials for games and pay procedures
- Fall sports football, softball, volleyball, cross country
- Gofan for selling event tickets

Campus Police - Chief Hornbeck

- Completed CPR and First Aid Training
- Completed GCN Training
- Graduated Officer Keeper from CLEET Basic Academy

Elementary Education – Brenda Hatch / Donna Catlin/Sherry Havron

- Conducting Counselor Networking Meetings
- Training Gifted Education Teachers on the changes to the program
- Training X-Tended Time Directors
- Supporting principals in preparing for the first day of school

Secondary Education – Teresa Jackson / Carol McPhail

- Beginning of Year Professional Development
- NMSI Training Laying the Foundation for Middle School Math, English, and Science teachers
- Leadership Training

Special Services - Chris Sharkey

- Special Services is working with the state department in providing training on EdPlan. EdPlan was recently updated and is the program used by the district to write and maintain IEPS.
- Secondary Special Education teachers and Special Services staff are working with parents and students on a more inclusive learning environment for our special needs' students. This change includes more co-taught classes and the increase of services in the resource labs in the secondary schools.
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Student Services - Mark Mattingly

- No report
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OKLAHOMA STATE
DEPARTMENT OF EDUCATION

Patty Neuwirth
Board President
161008 Lawton Public Schools
1802 NW 16th
Lawton, Oklahoma 73507

July 25, 2021

Dear Patty Neuwirth:

The 2021-2022 accreditation statuses for your school district and sites have been approved by the State Board of Education. **The district status and site status are listed separately, per State Board of Education rules.** State Board of Education regulations allow accreditation for one year only; therefore, continuing compliance with accreditation standards is imperative at all times.

Please see the attached page(s) for you district and site accreditation statuses for school year 2021-2022

If you have any questions, please contact your Regional Accreditation Officer. Thank you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Monty Guthrie".

Monty Guthrie
Deputy Superintendent
Federal Programs & Finance

Enclosure

Joy Hofmeister
State Superintendent of Public Instruction
Oklahoma State Department of Education

Accreditation Status for District 2021 - 2022
161008 LAWTON
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
105 ADAMS ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
106 ALMOR WEST ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
108 CARRIAGE HILLS ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
110 CLEVELAND ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
114 CROSBY PARK ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
122 EDISON ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
125 EISENHOWER ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
127 FREEDOM ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
140 RIDGECREST ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
148 HUGH BISH ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
165 LINCOLN ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
168 PAT HENRY ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
173 PIONEER PARK ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
183 SULLIVAN VILLAGE ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
195 WASHINGTON ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
200 LEARNING TREE ACADEMY : Grades - PK - PK
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
205 WHITTIER ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
220 WOODLAND HILLS ES : Grades - PK - 05
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
530 MACARTHUR MS : Grades - 06 - 08
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
535 CENTRAL MS : Grades - 06 - 08
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
540 TOMLINSON MS : Grades - 06 - 08
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
545 EISENHOWER MS : Grades - 06 - 08
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
705 EISENHOWER HS : Grades - 09 - 12
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
710 LAWTON HS : Grades - 09 - 12
Recommendation: Accreditation with no Deficiencies

Accreditation Status for Sites 2021 - 2022
715 MACARTHUR HS : Grades - 09 - 12
Recommendation: Accreditation with no Deficiencies



**Minutes of the Lawton Public Schools Board of
Education Regular Meeting
Held on Thursday, August 19, 2021**

The Board of Education of Independent School District I-8, Comanche County, Oklahoma, met on Thursday, August 19, 2021 at 5:00 PM in the Shoemaker Center Auditorium, 753 NW Fort Sill Blvd, Lawton, Oklahoma.

CALL TO ORDER, PLEDGE OF ALLEGIANCE AND ROLL CALL

Patty Neuwirth, President, called the meeting to order. Superintendent Kevin Hime led the flag salute. Roll call indicated the following board members were present:

Mary Bradley – Present
Carla Clodfelter – Absent
Patty Neuwirth – Present
Zeldon Rice – Present
Mark Scott – Present
Col. Rhett Taylor – Absent

SPECIAL GUESTS/SPECIAL RECOGNITIONS/ANNOUNCEMENTS

Mr. Hime congratulated EHS junior, Madison Muller for being selected as a national finalist for the FFA Agri-science Fair contest in the Social Systems category. Madison will represent Lawton and Oklahoma FFA chapters in the national contest in September.

All three high schools are teaming up to help out the critical shortage in blood supply by hosting a Bedlam Blood Battle “LPS High School Blood Bowl” on Saturday, August 21 at the Great Plains Coliseum. Cash prizes of \$750, \$500 and \$250 will be awarded to the schools according to how many donors they bring in. Sponsors of the event are Arvest Bank and Domino’s Pizza.

Mr. Hime shared enrollment is approximately at 13,400 students. This brings enrollment up to where it was pre-pandemic. He gave a shout out to staff district wide for the great job they are doing as they continue to work on class sizes as student move from virtual to traditional and traditional to virtual. Virtual enrollment is at approximately 800 students district wide.

Meals are once again free to all students.

ARCHITECT AND CONSTRUCTION MANAGER AT RISK UPDATE

A written report was provided to the board by AIP. Crossland Construction did not submit a report.

CONSENT AGENDA

Motion Passed - Motion to approve the consent agenda as presented passed with a motion by Mary Bradley and a second by Zeldon Rice.

Patty Neuwirth – Yes
Mark Scott – Yes
Mary Bradley – Yes
Zeldon Rice – Yes

PROPOSED EXECUTIVE SESSION

There was not an Executive Session

SUPERINTENDENT'S PERSONNEL REPORT

Motion Passed - Motion to approve the Superintendent's Personnel Report passed with a motion by Zeldon Rice and a second by Mark Scott.

Patty Neuwirth – Yes
Mark Scott – Yes
Mary Bradley – Yes
Zeldon Rice – Yes

NEW BUSINESS

There was no new business

FUTURE BOARD DATES

The next regular board meeting date is Tuesday, September 7, 2021, at 5:00 p.m., in the Shoemaker Center Auditorium.

BOARD ANNOUNCEMENTS

There were no board announcements

ADJOURNMENT

The meeting adjourned at 5:09 p.m.

I, the undersigned clerk of the Board of Education of Lawton Public Schools, District I-8, Comanche County, Oklahoma, do hereby certify that prior notice of this meeting was given to the County Clerk of Comanche County, Oklahoma, listing the time, place, and date of the meeting. I also certify that at least 24 hours prior to the meeting, notice of the time and place and the agenda were posted in prominent view of the location of the meeting and in all respects Title 25, O.S. (Supp.) both inclusive, have been complied with fully.

Witness my hand and seal of the school district this **Thursday, August 19, 2021**

School Seal:

Carla Dewberry-Fulner, Clerk of the Board

Schyla Wright, Minutes Clerk

Patty Neuwirth, President



Gifted and Talented Program

Lawton Public Schools

Advisory Board Members

2021-2022

Members:

Brenda Hatch

LPS Executive Director of Elementary Education and
District Gifted Education Program Coordinator

J.R. Hoyt

Elementary School Staff Representative

Starla Herbig

Secondary School Staff Representative

Dr. Regina DeLoach

Director of Diversity and Inclusion

Joanne Rich

Community Partner - Parent

Honorary Members

Joan Gabelmann

Director of Assessment and Accountability

Kessi McKenzie

Gifted Education Teacher - Elementary

Lauren Powell

Gifted and Talented Teacher - Secondary



GIFTED EDUCATION PLAN



LAWTON PUBLIC SCHOOLS

**Kevin Hime
Superintendent**

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APPROVED 2021

STATE DEPARTMENT OF EDUCATION

LAWTON BOARD OF EDUCATION

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Introduction

The Lawton 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.”

The mission of the gifted program of the Lawton Public Schools is to develop and challenge those students who give evidence of high performance capability as defined by state law in the areas of:

Intellectual Ability,

Creative Thinking Ability,

Leadership Ability,

Visual and Performing Arts Ability and

Specific Academic Ability.

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A. Advisory Committee on Gifted Education

Members of the Gifted Advisory Committee are a broad representation of the community, and are selected according to the requirements 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 preparation 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 Board of Education by September 15 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 vice-chair.

The Gifted Advisory Committee will consist of three to eleven members. The Board of Education will appoint all members, at least one-third of whom will be selected from a list of nominations submitted by organizations whose purpose is advocacy for gifted and talented children. 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 meetings will be provided by the district. All meetings of the advisory committee are subject to the provisions of the Oklahoma Open Meeting Act.

B. 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. Nonimation forms are available on Lawton Public Schools website: www.lawtonps.org.

C. 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 Lawton 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 school entry through grade twelve. Opportunities will be provided for students to be considered for placement in gifted programs throughout the school experience.

D. Gifted and Talented Identification: Nomination, Screening, Identification, Placement, Exit Procedure

Gifted and Talented Nomination Forms are available in the principal's office and on the LPS website. Gifted educational programming is a 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 to ensure that all potentially gifted and talented students have an opportunity to be considered:

- 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 to aid in making decisions for selection of students who are in need of gifted educational programming:

- 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 Thinking Ability
 - 2. Leadership Ability
 - 3. Visual and Performing Arts Ability
- F. Other information as needed:
 - 1. A score at or above the 97th percentile on a nationally standardized test of intellectual ability results in automatic placement into appropriate gifted programming options with parental approval. This identification is valid for a minimum of 3 years and may be valid for the student's educational experience. 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.
 - 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 procedures will be followed.
6. The identification and placement process includes parental involvement. Parents must give written permission for **individual** testing.

III. Identification

Identification of gifted students is an ongoing process extending from school entry through grade twelve. Once identified, students will be provided an appropriate differentiated education within three weeks. 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 gifted educational programming. Parents will be provided a summary of the gifted programming options available to their child. Gifted and talented identification is valid for the student's entire educational experience.

IV. Placement

After data has been analyzed, the site committee will select the appropriate programming options based on students' educational needs, interests, and/or ability 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 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 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 Lawton Public Schools, he/she will be placed in Lawton Public Schools gifted educational program within three weeks.

V. Exit Procedures From The Gifted And Talented

Students who have been identified as gifted or talented will be evaluated annually.

When considering the removal of a student from being identified as gifted, special attention will be given to the reasons for non-performance. Throughout the process, the focus will be on meeting the social, emotional, and academic needs of the student. A student will not be removed from being identified as gifted or talented based on poor academic performance or inappropriate behavior alone. Once a student has been identified as gifted he/she may remain as long as it is beneficial to the student.

A student may refuse gifted services, but remain identified as gifted. Also, a parent may request in writing that the student no longer be identified as gifted.

Lawton Public Schools

Student Placement Review Date _____

Student _____ Date of Birth _____

Address _____ Age _____

Parent/Guardian _____ Home Phone _____ Work Phone _____

Student's area(s) identified as gifted: _____

The following committee members have met regarding Gifted Education Options. The consensus of this committee is that the student named above:

- _____ 1. Shall be provided gifted services
- _____ 2. Shall not be provided gifted services
- _____ 3. Shall no longer be identified as gifted

Reason for decision:

Comments:

Signatures Parent/Guardian _____
 Principal _____
 Classroom Teacher _____
 School Counselor _____
 GT Coordinator _____

E. English Language Learner Students

English Language Learner Students enrolled in the English as a Second Language classrooms will be administered a nonverbal intelligence test. Parental permission is required prior to testing. Students scoring in the top three percentile will qualify for gifted status.

F. 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/instructor 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 within three weeks of the beginning of the school term. 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. Processes for gifted students stress 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 or national contests in a variety of areas such as Duke Talent Search.

Acceleration - 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. Advanced content courses are noted on student transcripts.

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.

Differentiated or Enriched Classes - Differentiated curriculum and accelerated content designed for able students.

Elective Courses - Gifted students' needs in the areas of visual arts, performing arts and leadership are met through a variety of curricular offerings: band, orchestra, 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 a wide range of interests.

Gifted Education Classes - Students in Kindergarten through 5th grade will attend weekly enrichment classes at their school sites.

Guidance and Counseling - Assists students with information about entrance examination, scholarships and other options available in planning their academic careers. Addresses the specific social-emotional needs of the gifted to include under-achievement.

Guided Research - Students engage in guided research.

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' interests in a given content area.

Life Ready Center (LRC) - High school students are encouraged to enroll in classes at LRC. LRC provides concurrent, engineering, advanced, and specialist fine arts classes.

Mentorship Program - High school upperclassmen and the high school gifted and talented facilitator work with local professional people in order to expose students to high-level careers. The student receives high school credit.

OSSM (Oklahoma School of Science and Mathematics) - OSSM provides collegiate-level science and math curriculum for academically advanced high school students.

Proficiency-Based Promotion Test - Students advance through grade/level/subject by demonstrating proficiency at the ninety per cent level or higher. Contact District Testing Coordinator for information.

Seminars (enrichment workshops, etc.) - This option is made available on a limited basis to secondary students.

Teacher Guided Research - Classroom teacher assists student with research.

G. Gifted and Talented File Folder

The site coordinator will maintain an individual file for each identified student enrolled in his/her school. The "Gifted and Talented 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. A copy of the test results that resulted in gifted and talented placement
(only if placed by test score)
- D. Evidence of the method of placement if other than test scores
- E. LPS Gifted Program Matrix

The Gifted and Talented File Folder could also contain:

- A. Contests entered
- B. Contest results
- C. Field trips for gifted and talented students
- D. Other evidence of participation in gifted and talented activities

H. 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 District Coordinator - 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 the 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/Instructor - 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/gifted education instructor 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/gifted education instructor.

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.

I. 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 inservice 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 inservice training or college training designed to educate and assist them in the area of gifted education.

Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students.

J. Expenditures Report

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

K. 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. Data for evaluation are obtained from a random sample taken from district personnel and the community. Evaluation findings are communicated to appropriate audiences.

Student process is accessed with attention to mastery of content, higher level thinking skills, and creativity. 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.

L. Definition of Terms

Visual and Performing Arts 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 Thinking 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 of 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 and who 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 identified students at the beginning of each year.

Intellectual Ability - Students who at any time scored at or above the 97th percentile on a nationally standardized test of intellectual ability. Students scoring at or above the 97th 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 - Any teacher, parent, 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/Instructor for Gifted Education - Site gifted education instructor charged with the ongoing process of screening, identification and placement of students in gifted educational programs.

Specialist - Educational professional, usually a teacher, with 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.

M. Academic 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.

Lawton Public Schools
GIFTED PROGRAM NOMINATION INVENTORY

Name of Student _____ School _____ Grade _____ Date _____

Person completing this form: _____ Teacher _____ Parent _____ Other ? _____

Disregarding test results, would you rank this pupil in the upper 3 percent of his 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					Rating Scale				
	Seldom 1	Occasionally 2	Often 3	Almost always 4		Seldom 1	Occasionally 2	Often 3	Almost always 4
ITEMS TO BE EVALUATED					ITEMS TO BE EVALUATED				
Possesses a comfortable knowledge of basic skills and factual information					Flexibility (Is able to approach ideas and problems from a number of perspectives; adaptable; able to find alternative ways of solving problems)				
Enjoys learning; learns rapidly					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)				
Persistence (Has the ability and desire to follow through on work; concerned with competition; able to see a problem through):					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)				
In own interest					Fluency of ideas (Produces a large number of ideas or products, often very quickly)				
In assigned tasks					Reasoning (Is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or sees parts in relation to the whole)				
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 his own, in connection with personal interests or group concerns)					Scientific method (Can define problems, formulate hypotheses, test ideas, and arrive at valid conclusions)				
Enjoys the challenge of difficult problems, issues, and materials					Independence (Inclined to follow his organization and ideas rather than the structuring of others)				
Is alert, perceptive, and observant beyond his years; aware of many stimuli					Elaboration (Concerned with detail and complexity; often involved with a variety of implications and consequences)				
Has advanced vocabulary for age or grade level									
Total each column					Total each column				

Total points _____ divided by 16 = _____ **Average of column totals**

LAWTON PUBLIC SCHOOLS ELEMENTARY GIFTED PROGRAM MATRIX

Student Name: _____

Grade: _____

School: _____

Date: _____

ABILITY TEST	0 pts 0-79%ile	2 pts 80-85%ile	4 pts 86-90%ile	6 pts 91-92%ile	8 pts 93-94%ile	10 pts 95-96%ile	12 pts 97-99%ile
Test Name:							Automatic Placement
Date: Score:	Category 2	Category 2	Category 2	Category 2	Category 2	Category 2	Category 1
***Ability Tests measure general intelligence, as well as such factors as language, memory, conceptual thinking, and reasoning Ability tests are referred to as nationally standardized tests of							
*** Examples of Ability Tests: The Cognitive Abilities Test (CogAT), Naglieri Nonverbal Ability Test (NNAT), The Otis-Lennon School Ability Test, Raven's Progressive Matrices, etc.							

OKLAHOMA STATE TEST	0 pts	0 pts	2 pts	4 pts
OSTP (3rd-8th grade) (only 2 section scores allowed)	Below Basic	Basic	Proficient	Advanced
Math	--	--		
ELA	--	--		
Science/ Social Studies	--	--		

ACHIEVEMENT TEST	0 pts	1 pt	2 pts	3 pts
Test Name:	0-90% ile	91-93% ile	94 - 96% ile	97 - 99% ile
Date: Score:				
Math				
Reading / Verbal				
Other:				

*** Achievement tests determine what the students already have learned and if they are more advanced than their grade level peers. They may be academic specific (i.e. Math or Language Arts) or

***Examples include but are not limited to: STAR, PSAT, Pre ACT, Iowa Tests of Basic Skills, Stanford Achievement Test, Woodcock-Johnson Tests of Achievement, ACT (if not used as a state test)

RECOMMENDATIONS:	0 pts 0 - 2.4 avg	1 pt 2.5 - 3.4 avg	2 pts 3.5 - 4.0 avg	
Total Average of all recommendations received	--			

***Recommendations can be completed by the student, a peer, parent, or teacher. Two of the nomination forms must be completed by teachers. All nomination forms collected will be **AVERAGED** to

TOTAL MATRIX POINTS EARNED & PLACEMENT			
TOTAL POINTS EARNED:	DESCRIPTION	Please check the appropriate box:	
0-11 pts :	Does not qualify for services at this time	DNQ: _____	
equal to or 12+ points:	0-96%ile scored on ability test	Category 2: _____	
equal to or 12+ points:	12 points earned (97+%ile) on ability test	Category 1: _____	

Overall total of 12 points or greater recommends placement for GT services.

***** OFFICIAL TEST SCORES USED ON THE MATRIX MUST BE ATTACHED**

**LAWTON PUBLIC SCHOOLS
SECONDARY GIFTED PROGRAM MATRIX**

Student Name: _____

Grade: _____

School: _____

Date: _____

ABILITY TEST	0 pts 0-79%ile	2 pts 80-85%ile	4 pts 86-90%ile	6 pts 91-92%ile	8 pts 93-94%ile	10 pts 95-96%ile	12 pts 97-99%ile
Test Name:							Automatic Placement
Date: Score:	Category 2	Category 2	Category 2	Category 2	Category 2	Category 2	Category 1

*** Ability Tests measure general intelligence, as well as such factors as language, memory, conceptual thinking, and reasoning Ability tests are referred to as nationally standardized tests of
 *** Examples of Ability Tests: The Cognitive Abilities Test (CogAT), Naglieri Nonverbal Ability Test (NNAT), The Otis-Lennon School Ability Test, Raven's Progressive Martrices, etc.

OKLAHOMA STATE TEST	0 pts	0 pts	2 pts	4 pts
OSTP (3rd-8th grade) (only 2 section scores allowed)	Below Basic	Basic	Proficient	Advanced
Math	--	--		
ELA	--	--		
Science/ Social Studies	--	--		

-- (or) --

ACT (grades 9-12) (only 2 section scores allowed)	0 pts Score 0-20	1 pts Score 21-22	2 pts Score 23-24	3 pts Score 25-27	4 pts Score 28+
English	--				
Math	--				
Reading	--				
Science	--				
ELA/ Writing	--				

MULTICRITERIA CHECKSHEETS	10 pts				
3.6+ average required receive points					
Checksheet Used: _____	--	--	--	--	--
Recommended by: _____	--	--	--	--	--

*** While intelligence quotient (IQ) or cognitive abilities test scores are used to identify gifted and talented students by providing information for the intellectual domain, these tests are not as helpful in

ACHIEVEMENT TEST	0 pts	1 pt	2 pts	3 pts
Test Name:	0-90% ile	91-93% ile	94 - 96% ile	97 - 99% ile
Date: Score:				
Math				
Reading / Verbal				
Other:				

*** Achievement tests determine what the students already have learned and if they are more advanced than their grade level peers. They may be academic specific (i.e. Math or Language Arts) or
 *** Examples include but are not limited to: STAR, PSAT, Pre ACT, Iowa Tests of Basic Skills, Stanford Achievement Test, Woodcock-Johnson Tests of Achievement, ACT (if not used as a state test

RECOMMENDATIONS:	0 pts 0 - 2.4 avg	1 pt 2.5 - 3.4 avg	2 pts 3.5 - 4.0 avg
Total Average of all recommendations received	--		

*** Recommendations can be completed by the student, a peer, parent, or teacher. Two nomination forms must be completed. All nomination forms collected will be averaged to determine the number of

TOTAL MATRIX POINTS EARNED & PLACEMENT		
TOTAL POINTS EARNED:	DESCRIPTION	Please check the appropriate box:
0-11 pts :	Does not qualify for services at this time	DNQ: _____
equal to or 12+ points:	0-96%ile scored on ability test	Category 2: _____
equal to or 12+ points:	12 points earned (97+%ile) on ability test	Category 1: _____

Overall total of 12 points or greater recommends placement for GT services.

*** OFFICIAL TEST SCORES USED ON THE MATRIX MUST BE ATTACHED

N. Parental Notification

Each year the school site will notify in writing the parent of new 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 the student. At the elementary level the Individual Programming Option Sheet will be updated annually.

A copy of the Parent Letter and the Individual Programming Option Sheet must be in the student's gifted file to serve as documentation of parental notification.

The school site may use the following sample notification letter:

O. Letter to Parent

(School Letterhead)

Date _____

Student's Name _____

Dear Parent:

We are pleased to inform you that your child has been identified as eligible to participate in the Lawton Public Schools' Gifted and Talented Program. The mission of the gifted program of the Lawton Public Schools is to develop and challenge gifted students. Students are identified on the basis of several different criteria.

"Gifted education" means those special instructional programs, honors and advanced placement classes, 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. See the enclosed Individual Programming Option Sheet for additional information about Lawton Public Schools gifted program.

Parents are an integral part of their child's educational program, and we welcome your support. For additional information concerning your child's placement and programming options in the gifted program, contact your child's principal, _____, at (school name and telephone number).

Thank you.

Sincerely,

Principal
School

and/or

Gifted and Talented Coordinator
School

P. Individual Programming Option Sheet

LAWTON PUBLIC SCHOOLS
GIFTED & TALENTED PROGRAM

ELEMENTARY INDIVIDUAL PROGRAMMING OPTION SHEET (I.P.O.S.)

Student's Name _____ School _____ Grade _____ Date _____

[] Student **did not meet** criteria for admission to Gifted and Talented Program.

[] Student **did meet** the criteria for admission to Gifted and Talented Program.

Category I. a. Intellectual (at or above 97th percentile)

Category II. b. Creative Thinking Ability
c. Leadership Ability
d. Visual and Performing Arts Ability
e. Specific Academic Ability

Name of test _____ date _____

Name of test _____ date _____

Name of test _____ date _____

Options for student's gifted educational program

Academic competitions	Elective Courses	Instrumental Music
Acceleration of content	Enrichment in Regular Class	Learning Centers
Cluster Grouping	Foreign Language	Proficiency-Based Promotion
Computer Lab	General Music	Teacher-Guided Research
Cross-Grade-Grouping	Gifted Education Enrichment Classes	Workshops, Enrichment
Curriculum Compacting	Guidance and Counseling	Duke 4th-6th Grade Talent Search
Differentiated Curriculum	Guided Research	Other _____

Additional Comments

Parent Signature

Home School Teacher

Site Gifted & Talented Coordinator / Instructor

Signature confirms that parent has been notified and that all G/T procedures have been properly followed.

Q. Individual Programming Option Sheet

LAWTON PUBLIC SCHOOLS
GIFTED & TALENTED PROGRAM

MIDDLE SCHOOL INDIVIDUAL PROGRAMMING OPTION SHEET (I.P.O.S.)

Student's Name _____ School _____ Grade _____ Date _____

[] Student **did not meet** criteria for admission to Gifted and Talented Program.

[] Student **did meet** the criteria for admission to Gifted and Talented Program.

Category: I. a. Intellectual (at or above 97th percentile)

Category: II. b. Creative Thinking Ability
c. Leadership Ability
d. Visual and Performing Arts Ability
e. Specific Academic Ability

Name of test

date

Name of test

date

Name of test

date

Options for student's gifted educational program:

Academic Competitions
 Academic Teams
 Acceleration of Content
 Honor's Courses
 Explorations Class (6th Grade)
 Cross-Grade Grouping
 Curriculum Compacting
 Differentiated Curriculum
 Enrichment in Reg. Class
 Independent Studies
 Guided Research
 Pull Outs

Cluster Grouping
 Learning Centers
 Computer Labs
 Foreign Language
 Creative Writing
 Elective Courses
 Instrumental Music
 Vocal Music
 Visual Art
 Speech, Drama, Debate
 Yearbook

Guidance and Counseling
 Enrichment Field Trips
 Organization, Clubs
 Student Government
 Seminars/Workshops/Enrichment
 Summer Enrichment
 Proficiency-based Promotion
 Duke 4th-6th Grade Talent Search
 Duke 7th Grade Talent Search
 Other: _____

[] Student's current class schedule

Additional Comments:

Site Gifted & Talented Coordinator
(principal or designee)

Signature confirms that parent has been notified and that all G/T procedures have been properly followed.

R. Individual Programming Option Sheet

LAWTON PUBLIC SCHOOLS
GIFTED & TALENTED PROGRAM

HIGH SCHOOL INDIVIDUAL PROGRAMMING OPTION SHEET (I.P.O.S.)

Student's Name _____ School _____ Grade _____ Date _____

[] Student **did not meet** criteria for admission to Gifted and Talented Program.

[] Student **did meet** the criteria for admission to Gifted and Talented Program.

Category: I. a. Intellectual (at or above 97th percentile)

Category: II. b. Creative Thinking Ability
c. Leadership Ability
d. Visual and Performing Arts Ability
e. Specific Academic Ability

Name of test _____ date _____

Name of test _____ date _____

Name of test _____ date _____

Options for student's gifted educational program:

- | | | |
|--|--|---|
| <input type="checkbox"/> Academic Competitions | <input type="checkbox"/> Curriculum Compacting | <input type="checkbox"/> Visual Art |
| <input type="checkbox"/> Academic Teams | <input type="checkbox"/> Guided Research | <input type="checkbox"/> Speech, Drama, Debate |
| <input type="checkbox"/> Quiz Bowl | <input type="checkbox"/> Differentiated Curriculum | <input type="checkbox"/> Yearbook |
| <input type="checkbox"/> Acceleration of Content | <input type="checkbox"/> Elective Courses | <input type="checkbox"/> Foreign Language |
| <input type="checkbox"/> Advanced Placement (AP) | <input type="checkbox"/> Enrichment in regular classes | <input type="checkbox"/> Journalism |
| <input type="checkbox"/> Concurrent Enrollment | <input type="checkbox"/> Cluster Grouping | <input type="checkbox"/> Creative Writing |
| <input type="checkbox"/> Cross-Grade Grouping | <input type="checkbox"/> Learning Centers | <input type="checkbox"/> Student Government |
| <input type="checkbox"/> Honor's Courses | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Organizations, Clubs |
| <input type="checkbox"/> Correspondence Courses | <input type="checkbox"/> Counseling and Guidance | <input type="checkbox"/> Seminars/Workshops/Summer Enrichment |
| <input type="checkbox"/> Proficiency-Based Promotion | <input type="checkbox"/> Vocal Music | <input type="checkbox"/> Other |
| <input type="checkbox"/> Independent Studies | <input type="checkbox"/> Instrumental music | |

Course Schedule

Additional Comments:

Site Gifted & Talented Coordinator
(principal or designee)

Signature confirms that parent has been notified and that all G/T procedures have been properly followed.

S. Annual Deadlines

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

T. 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 socioeconomic demographics, unusual budget reports, inappropriate implementation policies or questionable gifted child programming.

U. Budget

The district coordinator will prepare, in conjunction with the superintendent and the gifted advisory committee, a district budget for gifted educational programming.

The district budget for gifted educational programming will be prepared and submitted on the forms required by the State Department of Education.

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**LAWTON PUBLIC SCHOOLS
GIFTED CREATIVE THINKING NOMINATION CHECKLIST**

Student's Name: _____ Grade: _____ Referring Teacher: _____
 School: _____ Male / Female Ethnicity: _____ Date: _____

"Children are gifted when their ability is significantly above the norm for their age." National Association for Gifted Children

Multiple-criteria identification is the national standard for recognizing gifted potential (McClain & Pfeiffer, 2012.) The scorer takes all of the observations and categories into consideration but aggregates them to make an overall quality judgement (Popham, 1997).

KOI Holistic Rubric			
1	2	3	4
Average	Above Average	Well Above Average	High
Typical; does not exceed grade level expectations	Strong, above average responses on many tasks	Consistently exceeds grade level standards and expectations	Exceptional responses; substantially exceeds expectations
Appropriate responses to the core curriculum standards	Occasional sparks of advanced capabilities	Heightened abilities and insights; responds positively to complexity and challenge	Performance typical of students with high ability or gifted potential
Performance typical of average or below-average students.	Performance typical of high-achieving students or students with emerging talents.	Performance typical of students with high ability or gifted potential	Performance typical of gifted students.
RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:
Participation in the core curriculum; continued classroom enrichment when appropriate.	Participation in advanced content in class when appropriate; continued observation and challenge in classroom; support high expectations.	Continued observation, curriculum modifications, and high-level challenge in classroom; further assessment of gifted potential for programs beyond class placement.	Curriculum modifications including curriculum compacting and access to intellectual peers in class; gifted programs and services beyond current class placement.
<i>Kingore, B. (2016). The Kingore Observation Inventory (3rd ed.). Austin, TX: PA Publishing</i>			

Please utilize the KOI Holistic Rubric when rating the statements below:

Intellectual playfulness: Makes unusual associations between remote ideas. May produce unexpected, silly responses. Can have an adventurous spirit (or) Is uninhibited in expression, sometimes radical.

1	2	3	4
---	---	---	---

**Ability to see humor in instances that may not seem humorous to anyone else.
A non-conforming attitude. Does not fear being different.**

1	2	3	4
---	---	---	---

Provides multiple or unique solutions or responses to solve problems. Attracted to cognitive complexity and enjoys solving complex problems. Readily guesses and makes hypotheses.

1	2	3	4
---	---	---	---

Is fluent in producing and elaborating on ideas. Can show unusual degrees of originality, concentration and persistent hard work on projects that capture their interest and imagination.

1	2	3	4
---	---	---	---

Asks provocative questions that can be construed as challenging ideas or authority figures.

1	2	3	4
---	---	---	---

Total Points divided by 5 = _____ 3.6 Average required for consideration of placement.

*All decisions regarding identification are subject to the Lawton Public Schools Gifted and Talented Advisory Committee.

Updated: 2019

SUPPORTING EVIDENCE

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

	Included
Creative Writing (prose, poetry, fiction, nonfiction, graphic novels, etc.)	
Visual or Performing Arts, links or portfolio	
Links to digital student presentations	
Research Projects	
Projects or products showing creative problem solving above age	
Parent information and completion of rating scales	
Student interviews	
Awards and competition results	
Documented participation in student-led business or community ventures	
Documented participation in areas of social-service	
Leadership awards or involvements	

TEACHER/ COUNSELOR NOTES:

SUPPORTING EVIDENCE OF PLACEMENT FOR CREATIVE THINKING:

**LAWTON PUBLIC SCHOOLS
GIFTED CREATIVE WRITING NOMINATION CHECKLIST**

Student's Name: _____ Grade: _____ Referring Teacher: _____
 School: _____ Male / Female Ethnicity: _____ Date: _____

"Children are gifted when their ability is significantly above the norm for their age." National Association for Gifted Children

Multiple-criteria identification is the national standard for recognizing gifted potential (McClain & Pfeiffer, 2012.) The scorer takes all of the observations and categories into consideration but aggregates them to make an overall quality judgement (Popham, 1997).

KOI Holistic Rubric			
1	2	3	4
Average	Above Average	Well Above Average	High
Typical; does not exceed grade level expectations	Strong, above average responses on many tasks	Consistently exceeds grade level standards and expectations	Exceptional responses; substantially exceeds expectations
Appropriate responses to the core curriculum standards	Occasional sparks of advanced capabilities	Heightened abilities and insights; responds positively to complexity and challenge	Performance typical of students with high ability or gifted potential
Performance typical of average or below-average students.	Performance typical of high-achieving students or students with emerging talents.	Performance typical of students with high ability or gifted potential	Performance typical of gifted students.
RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:
Participation in the core curriculum; continued classroom enrichment when appropriate.	Participation in advanced content in class when appropriate; continued observation and challenge in classroom; support high expectations.	Continued observation, curriculum modifications, and high-level challenge in classroom; further assessment of gifted potential for programs beyond class placement.	Curriculum modifications including curriculum compacting and access to intellectual peers in class; gifted programs and services beyond current class placement.
<i>Kingore, B. (2016). The Kingore Observation Inventory (3rd ed.). Austin, TX: PA Publishing</i>			

Please utilize the KOI Holistic Rubric when rating the statements below:

Shows initiative; is a self-starter. Spends leisure time writing and composing in various genres

1	2	3	4
----------	----------	----------	----------

Demonstrates proper structure in written work. Uses a large vocabulary with accuracy. Employs fresh and appropriate language. Creates organized, logical, and sequential elements into their writing.

1	2	3	4
----------	----------	----------	----------

Understands abstract ideas readily. Recognizes relationships and implications. Uses literary conventions accurately

1	2	3	4
----------	----------	----------	----------

Is original in approach to a topic or subject. Exhibits a sense of humor and/or imagination effectively.

1	2	3	4
----------	----------	----------	----------

Shows deep appreciation for published written works. References other published works ideas/ themes naturally in writing (and/ or) Is able to redefine and analyze their writing.

1	2	3	4
----------	----------	----------	----------

Total Points divided by 5 = _____ 3.6 Average required for consideration of placement.

*All decisions regarding identification are subject to the Lawton Public Schools Gifted and Talented Advisory Committee.

Updated: 2019

SUPPORTING EVIDENCE

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

	Included
Creative Writing (prose, poetry, fiction, nonfiction, graphic novels, etc.)	
Visual or Performing Arts, links or portfolio	
Links to digital student presentations	
Research Projects	
Projects or products showing creative problem solving above age	
Parent information and completion of rating scales	
Student interviews	
Awards and competition results	
Documented participation in student-led business or community ventures	
Documented participation in areas of social-service	
Leadership awards or involvements	

TEACHER/ COUNSELOR NOTES:

SUPPORTING EVIDENCE OF PLACEMENT FOR CREATIVE WRITING/EXPRESSION:

**LAWTON PUBLIC SCHOOLS
GIFTED DEBATE NOMINATION CHECKLIST**

Student's Name: _____ Grade: _____ Referring Teacher: _____
 School: _____ Male / Female Ethnicity: _____ Date: _____

"Children are gifted when their ability is significantly above the norm for their age." National Association for Gifted Children

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KOI Holistic Rubric			
1	2	3	4
Average	Above Average	Well Above Average	High
Typical; does not exceed grade level expectations	Strong, above average responses on many tasks	Consistently exceeds grade level standards and expectations	Exceptional responses; substantially exceeds expectations
Appropriate responses to the core curriculum standards	Occasional sparks of advanced capabilities	Heightened abilities and insights; responds positively to complexity and challenge	Performance typical of students with high ability or gifted potential
Performance typical of average or below-average students.	Performance typical of high-achieving students or students with emerging talents.	Performance typical of students with high ability or gifted potential	Performance typical of gifted students.
RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:
Participation in the core curriculum; continued classroom enrichment when appropriate.	Participation in advanced content in class when appropriate; continued observation and challenge in classroom; support high expectations.	Continued observation, curriculum modifications, and high-level challenge in classroom; further assessment of gifted potential for programs beyond class placement.	Curriculum modifications including curriculum compacting and access to intellectual peers in class; gifted programs and services beyond current class placement.
<i>Kingore, B. (2016). The Kingore Observation Inventory (3rd ed.). Austin, TX: PA Publishing</i>			

Please utilize the KOI Holistic Rubric when rating the statements below:

Demonstrates holistic, metaphorical, or metacognitive thinking, values, or other perspectives. Understands and demonstrates proper use of heuristic techniques. Has a highly developed sense of humor or irony

1	2	3	4
---	---	---	---

**Demonstrates a clear sense of logic and reasoning in speaking and working.
 Demonstrates a sense of maturity and self-confidence in their work.**

1	2	3	4
---	---	---	---

**Is able to move a conversation or production forward under duress; improvisation.
 Can elaborate clearly on ideas personal or otherwise through speaking fluently.**

1	2	3	4
---	---	---	---

Can understand and integrate a larger world view into their work.

1	2	3	4
---	---	---	---

Can effectively evaluate performances and arguments, both to self and others.

1	2	3	4
---	---	---	---

Total Points divided by 5 = _____ 3.6 Average required for consideration of placement.

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Updated: 2019

SUPPORTING EVIDENCE for DEBATE

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

	Included
Creative Writing (prose, poetry, fiction, nonfiction, graphic novels, etc.)	
Visual or Performing Arts, links or portfolio	
Links to digital student presentations	
Research Projects	
Projects or products showing creative problem solving above age	
Parent information and completion of rating scales	
Student interviews	
Awards and competition results	
Documented participation in student-led business or community ventures	
Documented participation in areas of social-service	
Leadership awards or involvements	

TEACHER/ COUNSELOR NOTES: SUPPORTING EVIDENCE OF PLACEMENT FOR DEBATE:

**LAWTON PUBLIC SCHOOLS
GIFTED SPEECH/ DRAMA/ THEATER NOMINATION CHECKLIST**

Student's Name: _____ Grade: _____ Referring Teacher: _____
 School: _____ Male / Female Ethnicity: _____ Date: _____

"Children are gifted when their ability is significantly above the norm for their age." National Association for Gifted Children

Multiple-criteria identification is the national standard for recognizing gifted potential (McClain & Pfeiffer, 2012.) The scorer takes all of the observations and categories into consideration but aggregates them to make an overall quality judgement (Popham, 1997).

KOI Holistic Rubric			
1	2	3	4
Average	Above Average	Well Above Average	High
Typical; does not exceed grade level expectations	Strong, above average responses on many tasks	Consistently exceeds grade level standards and expectations	Exceptional responses; substantially exceeds expectations
Appropriate responses to the core curriculum standards	Occasional sparks of advanced capabilities	Heightened abilities and insights; responds positively to complexity and challenge	Performance typical of students with high ability or gifted potential
Performance typical of average or below-average students.	Performance typical of high-achieving students or students with emerging talents.	Performance typical of students with high ability or gifted potential	Performance typical of gifted students.
RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:
Participation in the core curriculum; continued classroom enrichment when appropriate.	Participation in advanced content in class when appropriate; continued observation and challenge in classroom; support high expectations.	Continued observation, curriculum modifications, and high-level challenge in classroom; further assessment of gifted potential for programs beyond class placement.	Curriculum modifications including curriculum compacting and access to intellectual peers in class; gifted programs and services beyond current class placement.
<i>Kingore, B. (2016). The Kingore Observation Inventory (3rd ed.). Austin, TX: PA Publishing</i>			

Please utilize the KOI Holistic Rubric when rating the statements below:

Learns lines rapidly (and/or) Demonstrates interest and enjoyment in dramatic activities

1	2	3	4
----------	----------	----------	----------

Shows insight into character. Readily shifts into role of another character, animal or object (and/or) Adapts to different forms of drama readily

1	2	3	4
----------	----------	----------	----------

Communicates feelings/mood through facial expressions, gestures, voice inflection, and movement

1	2	3	4
----------	----------	----------	----------

Uses originality in interpretations. (and/or) Demonstrates understanding of conflict when acting out a dramatic event (and/or) brings a dramatic situation to a climax with a well-timed ending when telling a story

1	2	3	4
----------	----------	----------	----------

Enjoys evoking emotional responses from listeners (and/or) Ability to dramatize feelings and experiences

1	2	3	4
----------	----------	----------	----------

Total Points divided by 5 = _____ 3.6 Average required for consideration of placement.

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Updated: 2019

SUPPORTING EVIDENCE

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

	Included
Creative Writing (prose, poetry, fiction, nonfiction, graphic novels, etc.)	
Visual or Performing Arts, links or portfolio	
Links to digital student presentations	
Research Projects	
Projects or products showing creative problem solving above age	
Parent information and completion of rating scales	
Student interviews	
Awards and competition results	
Documented participation in student-led business or community ventures	
Documented participation in areas of social-service	
Leadership awards or involvements	

TEACHER/ COUNSELOR NOTES:

SUPPORTING EVIDENCE OF PLACEMENT SPEECH/ DRAMA/ THEATER:

LAWTON PUBLIC SCHOOLS
GIFTED INSTRUMENTAL MUSIC NOMINATION CHECKLIST

Student's Name: _____ Grade: _____ Referring Teacher: _____
 School: _____ Male / Female Ethnicity: _____ Date: _____

"Children are gifted when their ability is significantly above the norm for their age." National Association for Gifted Children

Multiple-criteria identification is the national standard for recognizing gifted potential (McClain & Pfeiffer, 2012.) The scorer takes all of the observations and categories into consideration but aggregates them to make an overall quality judgement (Popham, 1997).

KOI Holistic Rubric			
1	2	3	4
Average	Above Average	Well Above Average	High
Typical; does not exceed grade level expectations	Strong, above average responses on many tasks	Consistently exceeds grade level standards and expectations	Exceptional responses; substantially exceeds expectations
Appropriate responses to the core curriculum standards	Occasional sparks of advanced capabilities	Heightened abilities and insights; responds positively to complexity and challenge	Performance typical of students with high ability or gifted potential
Performance typical of average or below-average students.	Performance typical of high-achieving students or students with emerging talents.	Performance typical of students with high ability or gifted potential	Performance typical of gifted students.
RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:
Participation in the core curriculum; continued classroom enrichment when appropriate.	Participation in advanced content in class when appropriate; continued observation and challenge in classroom; support high expectations.	Continued observation, curriculum modifications, and high-level challenge in classroom; further assessment of gifted potential for programs beyond class placement.	Curriculum modifications including curriculum compacting and access to intellectual peers in class; gifted programs and services beyond current class placement.
<i>Kingore, B. (2016). The Kingore Observation Inventory (3rd ed.). Austin, TX: PA Publishing</i>			

Please utilize the KOI Holistic Rubric when rating the statements below:

**Has good sense of rhythm (and/or) Enjoys musical activities and demonstrates musical feeling
 Responds readily to rhythm, melody and harmony vocally or with body movements.**

1	2	3	4
---	---	---	---

**Picks up a musical instrument extremely quickly (and/or) may play several musical instruments.
 Plays expressively, with accurate pitch (and/or) Uses creative ability in the elements of music**

1	2	3	4
---	---	---	---

Understands musical relationships (and/or) Easily remembers melodies. Can produce them accurately

1	2	3	4
---	---	---	---

Shows tonal memory (and/or) Discriminates musical and other sounds well. Is aware of sounds heard at a given moment. Perceives fine differences in musical tone (pitch, loudness, timbre, duration)

1	2	3	4
---	---	---	---

**Makes up original tunes (and/or) Can improvise within a group. Uses music to express feeling or experience
 Shows a sustained interest in music: Seeks out opportunities to hear and create music**

1	2	3	4
---	---	---	---

Total Points divided by 5 = _____ 3.6 Average required for consideration of placement.

*All decisions regarding identification are subject to the Lawton Public Schools Gifted and Talented Advisory Committee.

Updated: 2019

SUPPORTING EVIDENCE

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

	Included
Creative Writing (prose, poetry, fiction, nonfiction, graphic novels, etc.)	
Visual or Performance Arts, links or portfolio	
Links to digital student presentations	
Research Projects	
Projects or products showing creative problem solving above age	
Parent information and completion of rating scales	
Student interviews	
Awards and competition results	
Documented participation in student-led business or community ventures	
Documented participation in areas of social-service	
Leadership awards or involvements	

TEACHER/ COUNSELOR NOTES:

SUPPORTING EVIDENCE OF PLACEMENT FOR INSTRUMENTAL MUSIC:

**LAWTON PUBLIC SCHOOLS
GIFTED LEADERSHIP NOMINATION CHECKLIST**

Student's Name: _____ Grade: _____ Referring Teacher: _____
 School: _____ Male / Female Ethnicity: _____ Date: _____

"Children are gifted when their ability is significantly above the norm for their age." National Association for Gifted Children

Multiple-criteria identification is the national standard for recognizing gifted potential (McClain & Pfeiffer, 2012.) The scorer takes all of the observations and categories into consideration but aggregates them to make an overall quality judgement (Popham, 1997).

KOI Holistic Rubric			
1	2	3	4
Average	Above Average	Well Above Average	High
Typical; does not exceed grade level expectations	Strong, above average responses on many tasks	Consistently exceeds grade level standards and expectations	Exceptional responses; substantially exceeds expectations
Appropriate responses to the core curriculum standards	Occasional sparks of advanced capabilities	Heightened abilities and insights; responds positively to complexity and challenge	Performance typical of students with high ability or gifted potential
Performance typical of average or below-average students.	Performance typical of high-achieving students or students with emerging talents.	Performance typical of students with high ability or gifted potential	Performance typical of gifted students.
RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:
Participation in the core curriculum; continued classroom enrichment when appropriate.	Participation in advanced content in class when appropriate; continued observation and challenge in classroom; support high expectations.	Continued observation, curriculum modifications, and high-level challenge in classroom; further assessment of gifted potential for programs beyond class placement.	Curriculum modifications including curriculum compacting and access to intellectual peers in class; gifted programs and services beyond current class placement.
<i>Kingore, B. (2016). The Kingore Observation Inventory (3rd ed.). Austin, TX: PA Publishing</i>			

Please utilize the KOI Holistic Rubric when rating the statements below:

Responsible behavior; can be counted on to follow through with activities. Exercises authority, reliability, and responsibility. Accepts the discipline and responsibility of leadership.

1	2	3	4
---	---	---	---

A tendency to direct activities (or) successfully coordinate the work of several individuals.

1	2	3	4
---	---	---	---

Interacts with others easily showing social skills (and/or) Can adapt readily to new situations and challenges.

1	2	3	4
---	---	---	---

Can articulate ideas (or) the goals of a group clearly.

1	2	3	4
---	---	---	---

Is looked to by others when something must be decided.

1	2	3	4
---	---	---	---

Total Points divided by 5 = _____ 3.6 Average required for consideration of placement.

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Updated: 2019

SUPPORTING EVIDENCE

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

	Included
Creative Writing (prose, poetry, fiction, nonfiction, graphic novels, etc.)	
Visual or Performing Arts, links or portfolio	
Links to digital student presentations	
Research Projects	
Projects or products showing creative problem solving above age	
Parent information and completion of rating scales	
Student interviews	
Awards and competition results	
Documented participation in student-led business or community ventures	
Documented participation in areas of social-service	
Leadership awards or involvements	

TEACHER/ COUNSELOR NOTES:

SUPPORTING EVIDENCE OF PLACEMENT FOR LEADERSHIP:

**LAWTON PUBLIC SCHOOLS
GIFTED VISUAL ARTS NOMINATION CHECKLIST**

Student's Name: _____ Grade: _____ Referring Teacher: _____

School: _____ Male / Female Ethnicity: _____ Date: _____

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KOI Holistic Rubric			
1	2	3	4
Average	Above Average	Well Above Average	High
Typical; does not exceed grade level expectations	Strong, above average responses on many tasks	Consistently exceeds grade level standards and expectations	Exceptional responses; substantially exceeds expectations
Appropriate responses to the core curriculum standards	Occasional sparks of advanced capabilities	Heightened abilities and insights; responds positively to complexity and challenge	Performance typical of students with high ability or gifted potential
Performance typical of average or below-average students.	Performance typical of high-achieving students or students with emerging talents.	Performance typical of students with high ability or gifted potential	Performance typical of gifted students.
RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:
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<i>Kingore, B. (2016). The Kingore Observation Inventory (3rd ed.). Austin, TX: PA Publishing</i>			

Please utilize the KOI Holistic Rubric when rating the statements below:

Pursues art in spare time. Exhibits originality. Is willing to try out new materials and experiences in art. Follows own insight regarding artistic expression and treats art seriously while enjoying it.

1	2	3	4
----------	----------	----------	----------

Identifies elements and materials in artwork and describes strengths or weaknesses in the way they were used. Is interested in and can evaluate own art work and works of others effectively.

1	2	3	4
----------	----------	----------	----------

Extensive evidence of imagination or personal interpretation showing originality and inventiveness within principles of design (color, use of space, texture, lines, shapes, proportion, etc.).

1	2	3	4
----------	----------	----------	----------

Elaborates on personal and artistic reasons for the artwork. Uses art to express feelings and experiences.

1	2	3	4
----------	----------	----------	----------

Technical skills are clearly advanced when compared with children of the same age or experience. Handling of materials is advanced when compared with children of the same age or experience.

1	2	3	4
----------	----------	----------	----------

Total Points divided by 5 = _____ 3.6 Average required for consideration of placement.

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Updated: 2019

SUPPORTING EVIDENCE

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

	Included
Creative Writing (prose, poetry, fiction, nonfiction, graphic novels, etc.)	
Visual or Performing Arts, links or portfolio	
Links to digital student presentations	
Research Projects	
Projects or products showing creative problem solving above age	
Parent information and completion of rating scales	
Student interviews	
Awards and competition results	
Documented participation in student-led business or community ventures	
Documented participation in areas of social-service	
Leadership awards or involvements	

TEACHER/ COUNSELOR NOTES:

SUPPORTING EVIDENCE OF PLACEMENT FOR VISUAL ARTS:

**LAWTON PUBLIC SCHOOLS
GIFTED DANCE/ MOVEMENT NOMINATION CHECKLIST**

Student's Name: _____ Grade: _____ Referring Teacher: _____
 School: _____ Male / Female Ethnicity: _____ Date: _____

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Multiple-criteria identification is the national standard for recognizing gifted potential (McClain & Pfeiffer, 2012.) The scorer takes all of the observations and categories into consideration but aggregates them to make an overall quality judgement (Popham, 1997).

KOI Holistic Rubric			
1	2	3	4
Average	Above Average	Well Above Average	High
Typical; does not exceed grade level expectations	Strong, above average responses on many tasks	Consistently exceeds grade level standards and expectations	Exceptional responses; substantially exceeds expectations
Appropriate responses to the core curriculum standards	Occasional sparks of advanced capabilities	Heightened abilities and insights; responds positively to complexity and challenge	Performance typical of students with high ability or gifted potential
Performance typical of average or below-average students.	Performance typical of high-achieving students or students with emerging talents.	Performance typical of students with high ability or gifted potential	Performance typical of gifted students.
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<i>Kingore, B. (2016). The Kingore Observation Inventory (3rd ed.). Austin, TX: PA Publishing</i>			

Please utilize the KOI Holistic Rubric when rating the statements below:

Spends school time and leisure time in movement such as Native American pow wows or dance activities.

1	2	3	4
---	---	---	---

Organizes creative ideas into movement patterns, themes, and compositions through the mode of dance. Recognizes the multicultural dimension of dance as cultural expression. Incorporates aesthetic elements into his/her own choreography and performances

1	2	3	4
---	---	---	---

Sets high standards for self and others. Demonstrates sustained concentration for long periods of time.

1	2	3	4
---	---	---	---

Learns an 8 count quickly, easily, and retains what is learned to build upon. Quickly picks up on dance positioning, even when unfamiliar with the dance style. Shows high degree of bodily awareness and control.

1	2	3	4
---	---	---	---

Responds freely through movement to stories, poems, music, prompts, and cues. Adapts to various beats, pulses, and tempos. Develops creative works to express thoughts, theme, or a reaction to a stimulus.

1	2	3	4
---	---	---	---

Total Points divided by 5 = _____ 3.6 Average required for consideration of placement.

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Updated: 2019

SUPPORTING EVIDENCE

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

	Included
Creative Writing (prose, poetry, fiction, nonfiction, graphic novels, etc.)	
Visual or Performing Arts, links or portfolio	
Links to digital student presentations	
Research Projects	
Projects or products showing creative problem solving above age	
Parent information and completion of rating scales	
Student interviews	
Awards and competition results	
Documented participation in student-led business or community ventures	
Documented participation in areas of social-service	
Leadership awards or involvements	

TEACHER/ COUNSELOR NOTES:
SUPPORTING EVIDENCE OF PLACEMENT FOR DANCE:

**LAWTON PUBLIC SCHOOLS
GIFTED VOCAL MUSIC NOMINATION CHECKLIST**

Student's Name: _____ Grade: _____ ID #: _____
 School: _____ Male / Female Ethnicity: _____ Date: _____

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KOI Holistic Rubric			
1	2	3	4
Average	Above Average	Well Above Average	High
Typical; does not exceed grade level expectations	Strong, above average responses on many tasks	Consistently exceeds grade level standards and expectations	Exceptional responses; substantially exceeds expectations
Appropriate responses to the core curriculum standards	Occasional sparks of advanced capabilities	Heightened abilities and insights; responds positively to complexity and challenge	Performance typical of students with high ability or gifted potential
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RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:	RECOMMENDATION:
Participation in the core curriculum; continued classroom enrichment when appropriate.	Participation in advanced content in class when appropriate; continued observation and challenge in classroom; support high expectations.	Continued observation, curriculum modifications, and high-level challenge in classroom; further assessment of gifted potential for programs beyond class placement.	Curriculum modifications including curriculum compacting and access to intellectual peers in class; gifted programs and services beyond current class placement.
<i>Kingore, B. (2016). The Kingore Observation Inventory (3rd ed.). Austin, TX: PA Publishing</i>			

Please utilize the KOI Holistic Rubric when rating the statements below:

Enjoys musical activities, dance and dramatic activities with musical elements. Seeks out opportunities to hear and create music. Responds readily to rhythm, melody and harmony vocally or with body movements.

1	2	3	4
----------	----------	----------	----------

Easily remembers melodies and can produce them accurately. Sings expressively, with accurate pitch. Honor choir (and/or) Superior ratings. Participates in professional or amateur community musical performances

1	2	3	4
----------	----------	----------	----------

Understands musical relationships (and/or) Sees many alternatives to musical questions.

1	2	3	4
----------	----------	----------	----------

Shows tonal memory. Perceives fine differences in musical tone (pitch, loudness, timbre, duration, chords that accompany a melody, or different sounds of singers/ instrumentalists in a performance).

1	2	3	4
----------	----------	----------	----------

Can effectively improvise within an ensemble. Plays a musical instrument (or has a strong desire to). Uses creative ability in the elements of music (melody, rhythm, harmony, form)

1	2	3	4
----------	----------	----------	----------

Total Points divided by 5 = _____ 3.6 Average required for consideration of placement.

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Updated: 2019

SUPPORTING EVIDENCE

The following portfolio items are acceptable for supplemental review in addition to ability and achievement score:

	Included
Creative Writing (prose, poetry, fiction, nonfiction, graphic novels, etc.)	
Visual or Performing Arts, links or portfolio	
Links to digital student presentations	
Research Projects	
Projects or products showing creative problem solving above age	
Parent information and completion of rating scales	
Student interviews	
Awards and competition results	
Documented participation in student-led business or community ventures	
Documented participation in areas of social-service	
Leadership awards or involvements	

TEACHER/ COUNSELOR NOTES:

SUPPORTING EVIDENCE OF PLACEMENT FOR VOCAL MUSIC:



Purchase Order

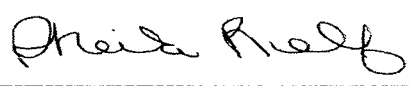
LAWTON PUBLIC SCHOOLS

PO No	2022-11-1353
PO Date	8/31/2021

Bill To →

Ship To:	LAWTON PUBLIC SCHOOLS DIRECTOR-GRANTS ATTN: DIANE LANDOLL 753 NW FT SILL BLVD LAWTON OK 73507
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Vendor No:	24974
To:	STATE OF OKLAHOMA 660 PARRINGTON OVAL ROOM 303 NORMAN OK 73019

Amount	\$6,000.00		
Date Requested	8/31/2021	Date Approved	8/31/2021
Requested By	JAMES GIBBS		
Encumbered By			

Description	Vendor Item No	Qty	Unit Price	Amount
GRANT EVALUATION FOR DODEA GRANT 775 (HE 1254-17-1-0037) #CONTRACT# SEPT 24, 2021 TO MAY 31, 2022		1.000	\$6,000.00	\$6,000.00

LAWTON PUBLIC SCHOOLS
PO BOX 1009
LAWTON, OKLAHOMA

**MEMORANDUM OF UNDERSTANDING (MOU)
FOR CONSULTANT SERVICES**

LAWTON PUBLIC SCHOOLS (LPS) HEREBY COMMITS WITH
The K20 Center for Educational and Community Renewal

TO PROVIDE CONSULTANT SERVICES AS LISTED BELOW:

Grant Evaluator for Grant 775 (HE1254-17-1-0037)

THE CHARGE WILL BE ALL INCLUSIVE FOR CONSULTANT FEE, TRANSPORTATION,
LODGING, MEALS, ETC. \$ 6 , 0 0 0 . 0 0

DATE(S) OF SERVICE: September 24, 2021 – May 31, 2022

PLACE OF SERVICE: Shoemaker Education Center

CONSULTANT'S SPECIAL TERMS OR CONDITIONS: Evaluator report due in October 2021
and final grant report in May 2022, one lump payment will be made.

IN THE EVENT OF UNFORESEEN CIRCUMSTANCES, EVERY EFFORT WILL BE MADE
TO RE-SCHEDULE WITHIN THE SAME FISCAL YEAR.

SPECIFIC CONDITIONS OR EQUIPMENT NEEDS WILL BE DISCUSSED WITH THE
CONTACT PERSON LISTED BELOW.

LPS Contact Person:
Diana Landoll
Grants Director
580-357-6900 Ext 2057
dlandoll@lawtonps.org

Consultant Signature



Phone 405-325-1267

Email lesliew@ou.edu

BOARD APPROVAL

PRESIDENT, LAWTON BOARD OF EDUCATION

Encumbrance Register

Options: Year: 2021-2022, Date Range: 7/1/2021 - 6/30/2022, PO Range: 1219 - 1500, Fund Codes: 11

11	1219	08/16/2021	25528	WAGNER SUPPLY CO INC	CUSTODIAL SUPPLIES/JOSE	1,911.85
11	1220	08/17/2021	927754	COMPLETE COMFORT SERVICES LLC	REPAIR DRYER IN FIELD HOUSE	947.47
11	1221	08/17/2021	912472	ALL AMERICAN SPORTS CORP	NEW HELMETS MHS	4,545.95
11	1222	08/17/2021	27384	MERRIFIELD OFFICE & SCHOOL SUPPLIES	OFFICE AND CONFERENCE FURNITURE	51,435.48
11	1223	08/17/2021	15013	USSA	REGISTRATION	400.00
11	1224	08/17/2021	19005	AMAZON CAPITAL SERVICES INC	PADDLE - DRY ERASE RECTANGULAR	89.78
11	1225	08/17/2021	19005	AMAZON CAPITAL SERVICES INC	MAKERSPACE ITEMS	2,715.52
11	1226	08/17/2021	298	SOUTHWEST CHEMICAL CO	CUSTODIAL/MAINTENANCE/JOSE	1,072.51
11	1227	08/17/2021	19809	STAPLES CONTRACT & COMMERCIAL INC	OFFICE SUPPLIES/FY2022 STAND	500.00
11	1228	08/17/2021	18577	E & M DISTRIBUTORS	380/INDOOR/OUTDOOR CARPET	707.47
11	1229	08/18/2021	802649	WALMART STORES EAST LP	FY22 STAND/TECHNOLOGY SUPPLIES	10,000.00
11	1230	08/18/2021	901886	CELIA M KREIE	SEWING MACHINE REPAIRS - FCCLA/FY22 STAND	1,000.00
11	1231	08/18/2021	19005	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	128.00
11	1232	08/18/2021	014146	PATRICK RYAN SHEA	FY22 STAND/LOCAL TRAVEL	750.00
11	1233	08/19/2021	738	MANSON WESTERN CORPORATION	BCBA SUPPLIES	1,525.00
11	1234	08/19/2021	12508	PAR	BCBA SUPPLIES	325.00
11	1235	08/19/2021	19005	AMAZON CAPITAL SERVICES INC	BCBA SUPPLIES	159.97
11	1236	08/19/2021	152176	TERRESA A PETERSON	LOCAL TRAVEL	500.00
11	1237	08/19/2021	154631	CARRIE E JOHNSON	LOCAL TRAVEL	650.00
11	1238	08/19/2021	21707	BUFFALO BUSINESS PRODUCTS LLC	NAME PLATE	15.00
11	1239	08/19/2021	11254	OSWALT RESTAURANT SUPPLY	SCOTSMAN ICE MAKER MOEDLE UN1215A-1	3,271.00
11	1240	08/19/2021	926307	XTREME WASH GEAR LLC	SERVICE CALL	282.00
11	1241	08/19/2021	13827	EL RENO PUBLIC SCHOOL	VOLLEYBALL TOURNAMENT ENTRY FEE - MHS	225.00
11	1242	08/19/2021	14214	CACHE PUBLIC SCHOOLS	VOLLEYBALL TOURNAMENT ENTRY FEE - MHS	200.00
11	1243	08/19/2021	28081	FTF BEHAVIORAL CONSULTING INC	SEVERE BEHAVIOR DISORDER PROGRAM	600.00
11	1244	08/19/2021	19005	AMAZON CAPITAL SERVICES INC	CLASS SUPPLIES FOR STUDENTS	300.00
11	1245	08/20/2021	28108	EGW UTILITIES INC	GAS REGULATORS	267.44
11	1246	08/20/2021	27961	HOBBY LOBBY STORES INC	INSTRUCTIONAL MATERIALS	60.00
11	1247	08/20/2021	21816	ROCHESTER 100 INC	TITLE I PARENT COMMUNICATOR FOLDERS	470.00
11	1248	08/20/2021	3418	MARK'S PLUMBING CO	EYEPOD, EYEWASH, P-TRAPS	1,120.59
11	1249	08/20/2021	151468	RAYLISHA S STANLEY	JOM REIMBURSE FOR NJOMA 2021 CONF. EXPENSES	2,719.56
11	1250	08/20/2021	12894	CDW GOVERNMENT, INC.	MONITOR/TOWERS	28,408.80
11	1251	08/20/2021	151468	RAYLISHA S STANLEY	TITLE VI-REIMBRSE OSDE FED PRGRMS TRIBAL SUMMIT	284.54
11	1252	08/20/2021	19005	AMAZON CAPITAL SERVICES INC	PRINCIPAL SUPPLIES	118.08
11	1253	08/20/2021	28061	JOHN WILEY & SONS INC	TITLE I & III - BOOKS (THE ELL TEACHER'S TOOLBOX)	20,341.03

Encumbrance Register

Options: Year: 2021-2022, Date Range: 7/1/2021 - 6/30/2022, PO Range: 1219 - 1500, Fund Codes: 11

11	1254	08/20/2021	1	APPLE INC	TITLE I - MACBOOKS & iMACS	32,115.00
11	1255	08/20/2021	23855	NATL ASSN FOR EDUC OF HOMELESS CHILD & Y	MV-REGISTRATION FOR NAT'L 2021 CONFERENCE	1,014.00
11	1256	08/20/2021	9252	SAMS CLUB DIRECT	JOM PI ITEMS/STAND FY22	1,000.00
11	1257	08/20/2021	900971	ADVENTURE WORLDWIDE TRAVEL SR	AIRFARE TO ATTEND 2021 NJOMA CONFERENCE	2,091.00
11	1258	08/20/2021	536	DON EVANS WINDOW TINT	SPARE TIRE FOR EQUIPMENT TRAILER	145.00
11	1259	08/20/2021	001283	SCHYLA J WRIGHT	MILEAGE REIMBURSEMENT	103.60
11	1260	08/20/2021	803	WOLVERINE BRASS INC.	FAUCETS	1,559.52
11	1261	08/20/2021	16674	WEATHERFORD PUBLIC SCHOOLS	VOLLEYBALL TOURNAMENT ENTRY FEE - LHS	250.00
11	1262	08/20/2021	28010	VARSITY BRANDS HOLDING CO INC	VOLLEYBALL NET SYSTEM	4,100.00
11	1263	08/20/2021	248	PERMA BOUND HERTZBERG	BOB BOOKS	443.30
11	1264	08/23/2021	25638	INFOBASE LEARNING	1 YR SUBSCRIPTION (LIBRARY)	1,990.12
11	1265	08/23/2021	926307	XTREME WASH GEAR LLC	EQUIPMENT REPAIR	844.32
11	1266	08/23/2021	19488	ULINE INC	FIRST AID KIT	175.00
11	1267	08/23/2021	915710	L & S CONSTRUCTION LLC	CEILING DROP	7,650.00
11	1268	08/23/2021	21707	BUFFALO BUSINESS PRODUCTS LLC	CAC-NAME PLATES, BADGES, SIGNATURE STAMP	92.99
11	1269	08/23/2021	12894	CDW GOVERNMENT, INC.	TITLE I-LAPTOPS FOR STUDENT INSTRUCTION	40,633.10
11	1270	08/24/2021	919565	SOUTHERN PLAINS ELECTRICAL INC	REPLACE LIGHTS AT CAMERON STADIUM	10,340.00
11	1271	08/24/2021	97	BILLINGSLEY FORD OF LAWTON INC	LABOR/MATERIALS-STANDING	3,000.00
11	1272	08/24/2021	28066	P & K EQUIPMENT	WHEEL WEIGHTS	819.60
11	1273	08/24/2021	19005	AMAZON CAPITAL SERVICES INC	GLOVES	248.94
11	1274	08/24/2021	9252	SAMS CLUB DIRECT	ALL ADVANCED	15.82
11	1275	08/24/2021	15536	SYNERGY DATACOM SUPPLY, INC.	TECH SUPPLIES	558.18
11	1276	08/24/2021	28114	JABJ MANAGAMENT LLC	GOOSENECK DUMP TRAILER	13,695.00
11	1277	08/24/2021	1151	ALTUS INDEPENDENT SCHOOL DISTRICT	VOLLEYBALL ENTRY FEE 9/11/21	200.00
11	1278	08/24/2021	14214	CACHE PUBLIC SCHOOLS	VOLLEYBALL ENTRY FEE 9/13/21	200.00
11	1279	08/24/2021	14216	CHICKASHA PUBLIC SCHOOLS	VOLLEYBALL ENTRY FEE 9/11/21	200.00
11	1280	08/24/2021	10897	STATE OF OKLAHOMA	CROSS COUNTRY ENTRY FEES 9/10/21 EHS	140.00
11	1281	08/24/2021	24012	FREDERICK PUBLIC SCHOOLS	CROSS COUNTRY ENTRY FEES 110/5/21 EHS	150.00
11	1282	08/24/2021	1151	ALTUS INDEPENDENT SCHOOL DISTRICT	CROSS COUNTRY ENTRY FEES 10/8/21 EHS	140.00
11	1283	08/24/2021	14624	ELGIN SCHOOLS	CROSS COUNTRY ENTRY FEES 10/15/21 EHS	150.00
11	1284	08/24/2021	10897	STATE OF OKLAHOMA	CROSS COUNTRY ENTRY FEE 9/11/21 LHS	140.00
11	1285	08/24/2021	801193	OKLAHOMA STATE UNIVERSITY	CROSS COUNTRY ENTRY FEE 9/18/21 LHS	200.00
11	1286	08/24/2021	10897	STATE OF OKLAHOMA	CROSS COUNTRY ENTRY FEES 10/1/21 LHS	140.00

Encumbrance Register

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11	1287	08/24/2021	14216	CHICKASHA PUBLIC SCHOOLS	SOFTBALL ENTRY FEES 9/24-25/21 EHS	225.00
11	1288	08/24/2021	803456	COMANCHE HIGH SCHOOL	SOFTBALL ENTRY FEES 9/17-18/21 EHS	150.00
11	1289	08/24/2021	1151	ALTUS INDEPENDENT SCHOOL DISTRICT	CROSS COUNTRY ENTRY FEES 10/8/21 LHS	140.00
11	1290	08/24/2021	14629	STERLING PUBLIC SCHOOLS	SOFTBALL ENTRY FEE 9/9-11/21 EHS	175.00
11	1291	08/24/2021	14624	ELGIN SCHOOLS	CROSS COUNTRY ENTRY FEES 10/15/21 LHS	150.00
11	1292	08/24/2021	19005	AMAZON CAPITAL SERVICES INC	TOOLS	79.99
11	1293	08/25/2021	19005	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES AND PAPER FOR WORKROOM	90.11
11	1294	08/25/2021	923068	DAVID ANDERSON	PIANO TUNING	100.00
11	1295	08/25/2021	802773	HOME DEPOT CREDIT SERVICES	TOOLS	105.12
11	1296	08/25/2021	26676	BADGEPASS INC	ID CARDS	2,370.00
11	1297	08/25/2021	010720	JAY R HUNT	PO FOR THE FEDERAL MOTOR CARRIER QUERIES	250.00
11	1298	08/25/2021	14732	NOBLE HIGH SCHOOL	VOLLEYBALL ENTRY FEE 9/11/21 MHS	185.00
11	1299	08/25/2021	14260	BETHANY PUBLIC SCHOOLS	VOLLEYBALL ENTRY FEE 9/11/21 LHS	250.00
11	1300	08/25/2021	14216	CHICKASHA PUBLIC SCHOOLS	SOFTBALL ENTRY FEES 9/25/21 LHS	300.00
11	1301	08/26/2021	19005	AMAZON CAPITAL SERVICES INC	EES MAKERSPACE SUPPLIES	505.10
11	1302	08/26/2021	11273	WINSUPPLY LAWTON	CLOSET MODULE, SOLENOID, DUAL MODULE	1,489.52
11	1303	08/26/2021	10897	STATE OF OKLAHOMA	CROSS COUNTRY ENTRY FEES 9/10/21 MHS	140.00
11	1304	08/26/2021	1151	ALTUS INDEPENDENT SCHOOL DISTRICT	CROSS COUNTRY ENTRY FEES 10/8/21 MHS	130.00
11	1305	08/26/2021	14624	ELGIN SCHOOLS	CROSS COUNTRY ENTRY FEES 10/15/21 MHS	150.00
11	1306	08/26/2021	248	PERMA BOUND HERTZBERG	BOB AND REDBUD SELECTIONS	526.10
11	1307	08/26/2021	154543	BRANDI R HARGROVE	CHILDREN'S VISION WORKSHOP	156.60
11	1308	08/26/2021	248	PERMA BOUND HERTZBERG	REDBUD AND BOB SELECTIONS 2021-2022	551.58
11	1309	08/26/2021	25691	DEERE & COMPANY	JOHN DEERE GATOR XUV560E	9,380.56
11	1310	08/26/2021	011913	ELIZABETH A BELLOFATTO	REGISTRATION FOR CHILDREN'S VISION WORKSHOP	50.00
11	1311	08/26/2021	712077	GUNTER ODELL	FY22 LOCAL TRAVEL	400.00
11	1312	08/26/2021	19026	MIDAMERICA BOOKS	STATE BOOKS CLEVELAND ELEM	1,089.40
11	1313	08/26/2021	248	PERMA BOUND HERTZBERG	BOB BOOKS FREEDOM ELEM	1,100.00
11	1314	08/26/2021	27802	STANDARD SUPPLY & DISTRIBUTING CO INC	COMPRESSOR/HVAC/EMS	3,194.71
11	1315	08/26/2021	27956	LENNOX INDUSTRIES	HVAC.MMS	4,358.00
11	1316	08/26/2021	27720	ROBERT L HINER	RIDING SCRUBBER/ CUSTODIAL	48,999.93
11	1317	08/26/2021	001671	SUSAN D CORRAL	LOCAL TRAVEL FY22 STAND/BD	400.00

Encumbrance Register

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11	1318	08/26/2021	916012	GENE BURK AUTO GLASS	REPLACE GLASS/INCIDENTS LPS - FY22 STAND	1,500.00
11	1319	08/26/2021	27663	DOCUSIGN INC	DOCUSIGN ENVELOPES	5,520.00
11	1320	08/26/2021	27956	LENNOX INDUSTRIES	LHS-HVAC PARTS	12,402.00
11	1321	08/26/2021	27956	LENNOX INDUSTRIES	EISENHOWER ELEM- HVAC PARTS	7,293.53
11	1322	08/26/2021	298	SOUTHWEST CHEMICAL CO	CUSTODIAL SUPPLIES/ JOSE	1,557.50
11	1324	08/26/2021	25655	FOLLETT SCHOOL SOLUTIONS INC	BOOKS	1,419.34
11	1325	08/27/2021	055495	JUSTIN J KING	FY22 STAND/LOCAL TRAVEL	750.00
11	1326	08/27/2021	055486	BRANDON L BIRMINGHAM	FY22 STAND/LOCAL TRAVEL	750.00
11	1327	08/27/2021	153986	RYSHARD MARCHBANKS	FY22 STAND/LOCAL TRAVEL	750.00
11	1328	08/27/2021	27919	BYTESPED LLC	GAME DESIGN LAPTOPS	41,250.00
11	1329	08/27/2021	19005	AMAZON CAPITAL SERVICES INC	TECH SUPPLIES	411.48
11	1330	08/27/2021	27194	PIRAINO CONSULTING INC	TRU TOUCH - LRC CONFERENCE ROOMS	28,972.00
11	1331	08/27/2021	19809	STAPLES CONTRACT & COMMERCIAL INC	OFFICE FURNITURE- FEDERAL PROGRAMS	5,184.06
11	1332	08/27/2021	926821	DIGI SECURITY SYSTEMS LLC	CONSESSION AREA SURVEILLANCE	12,227.82
11	1333	08/30/2021	28040	OK SOCIETY FOR TECH IN EDU	A NEW DAY...A NEW WAY CONFERENCE	5,600.00
11	1334	08/30/2021	27836	OVERDRIVE INC	EBOOKS - EMPIRE OF THE SUMMER MOON	750.00
11	1335	08/30/2021	802649	WALMART STORES EAST LP	MAKERSPACE SUPPLIES	57.61
11	1336	08/30/2021	25528	WAGNER SUPPLY CO INC	380/CUSTODIAL/HAND SOAP	4,029.48
11	1337	08/30/2021	25528	WAGNER SUPPLY CO INC	380/CUSTODIAL SUPPLIES	777.67
11	1338	08/30/2021	25528	WAGNER SUPPLY CO INC	380/BRUSH ROLL/BELT KIT	143.52
11	1339	08/30/2021	25528	WAGNER SUPPLY CO INC	380/CUSTODIAL/DRIVE KIT	133.80
11	1340	08/30/2021	25528	WAGNER SUPPLY CO INC	380/CUSTODIAL SUPPLIES	27.74
11	1341	08/30/2021	18577	E & M DISTRIBUTORS	CARPET/ MAIN/ JACK HANNA	616.46
11	1342	08/30/2021	6688	LOCKE SUPPLY COMPANY	HVAC/PARTS/JACK HANNA	3,207.00
11	1343	08/30/2021	19005	AMAZON CAPITAL SERVICES INC	MAKERSPACE SUPPLIES	674.21
11	1344	08/30/2021	19005	AMAZON CAPITAL SERVICES INC	MAKERSPACE SUPPLIES	163.62
11	1345	08/30/2021	19005	AMAZON CAPITAL SERVICES INC	MAKERSPACE SUPPLIES	211.35
11	1346	08/30/2021	928129	PEVER BUILDING COMPANY	RELOCATE GAS SUPPLY TO OLD EMS CAFE	2,000.00
11	1347	08/30/2021	512	AAFEX FIRE SYSTEMS	FIRE ALARMS	450.00
11	1348	08/30/2021	512	AAFEX FIRE SYSTEMS	FIRE ALARMS/WHITTIER	2,000.00
11	1349	08/31/2021	927295	KAYSER MECHANICAL, INC	INSTALL RTU/ PIONEER PARK. JACK HANNA	2,475.00
11	1350	08/31/2021	927295	KAYSER MECHANICAL, INC	INSTALL 3 TON/EHS/ JACK HANNA	1,975.00
11	1351	08/31/2021	927295	KAYSER MECHANICAL, INC	LABOR TO INSTALL AIR UNIT	2,475.00
11	1352	08/31/2021	802649	WALMART STORES EAST LP	SMALL TRASH CANS FOR USE IN GIRLS RESTROOMS	100.00
11	1353	08/31/2021	24974	STATE OF OKLAHOMA	GRANT EVALUATION FOR DODEA 775 #CONTRACT#	6,000.00
11	1354	08/31/2021	19809	STAPLES CONTRACT & COMMERCIAL INC	JOM-CALCULATORS FOR HS STUDENTS	10,335.92

Encumbrance Register

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11	1355	08/31/2021	19005	AMAZON CAPITAL SERVICES INC	JOM CALCULATORS FOR STUDENTS-STAND FY22	10,000.00
11	1356	08/31/2021	19005	AMAZON CAPITAL SERVICES INC	NEGLECTED STAND FY22 FOR INSTRUCTIONAL SUPPLIES	500.00
11	1357	08/31/2021	803733	JUNIOR LIBRARY GUILD	LIBRARY BOOK SUBSCRIPTION	1,275.10
11	1358	08/31/2021	11273	WINSUPPLY LAWTON	NGAS WATER HEATER	5,143.17
11	1359	08/31/2021	28128	OLYMPIC CASE COMPANY	WORKSTATION	4,094.00
11	1360	08/31/2021	28072	BULLET BEDLINERS OF LAWTON LLC	1 TON ENGINEER TRUCK/ MAINTENANCE	750.00
11	1361	08/31/2021	28040	OK SOCIETY FOR TECH IN EDU	MEMBERSHIP /CONFERENCE	1,750.00
11	1362	09/01/2021	151706	KELSEY R ROBERTS	OKSTE - 2 ROOMS, MEALS FOR 3 AND PARKING	670.00
11	1363	09/01/2021	792	OKLAHOMA SECONDARY SCHOOL ACT	FEES SOLO/ENSEMBLE LARGE GROUP	800.00
11	1364	09/01/2021	25401	BESTBUILT FENCING LLC	FENCING/LTA/JACK HANNA	4,950.00
11	1365	09/01/2021	20706	T & W TIRE LLC	TRAILER/MAINTENANCE/DON MCCAIG	1,652.80
11	1366	09/01/2021	14624	ELGIN SCHOOLS	MARCHING BAND COMPETITION 10/2/21	575.00
11	1367	09/01/2021	248	PERMA BOUND HERTZBERG	REDBUD BOOKS FOR PH	300.82
11	1368	09/01/2021	19005	AMAZON CAPITAL SERVICES INC	BOOKS	154.63
11	1369	09/01/2021	248	PERMA BOUND HERTZBERG	BOB BOOKS	140.92
11	1370	09/01/2021	25655	FOLLETT SCHOOL SOLUTIONS INC	BOOKS	314.15
11	1371	09/01/2021	927295	KAYSER MECHANICAL, INC	HVAC/FIELD HOUSE EHS/JACK HANNA	2,475.00
11	1372	09/01/2021	755	LUCKINBILL INC	HVAC/FIELDHOUSE LHS/JACK HANNA	5,925.00
11	1373	09/01/2021	28010	VARSITY BRANDS HOLDING CO INC	SOFTBALL UNIFORMS	3,678.13
11	1374	09/01/2021	153939	KAREN L BRYANS	REIMB/SPEECH SUPERVISION CERTIFICATION/8-23-2021	99.00
11	1375	09/01/2021	19005	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	239.97
11	1376	09/01/2021	19005	AMAZON CAPITAL SERVICES INC	GLOVE SUPPLY	412.70
11	1377	09/01/2021	9252	SAMS CLUB DIRECT	BABY WIPES	359.20
11	1378	09/01/2021	19005	AMAZON CAPITAL SERVICES INC	WAT SUPPLIES FOR STUDENTS	108.95
11	1379	09/01/2021	28142	DUXBURY SYSTEMS INC	DUXBURY SOFTWARE (A. PUGH)	695.00
11	1380	09/01/2021	19005	AMAZON CAPITAL SERVICES INC	STUDENT SUPPLIES	171.25
11	1381	09/02/2021	2083	WW GRAINGER INC	CLOCKS/CLEVELAND/380	481.74
11	1382	09/02/2021	7152	XEROX CORP	8R3838 XEROX STAPLES	300.00
11	1383	09/02/2021	20978	AMERICAN CHORAL DIRECTORS ASSOCIATION	ALL STATE CHOIR/JAZZ STUDENT REGISTRATIONS	180.00
11	1384	09/02/2021	18433	OMEA	ALL-STATE HS HONOR CHOIR REG.	330.00
11	1385	09/02/2021	792	OKLAHOMA SECONDARY SCHOOL ACT	ACADEMIC BOWL	75.00
11	1386	09/02/2021	28145	TWIN HILL ACQUISITION COMPANY INC	TWO RED BLAZERS	130.00

Encumbrance Register

Options: Year: 2021-2022, Date Range: 7/1/2021 - 6/30/2022, PO Range: 1219 - 1500, Fund Codes: 11

Non-Payroll Total:	\$552,705.89
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$552,705.89

Encumbrance Register

Options: Year: 2021-2022, Date Range: 7/1/2021 - 6/30/2022, PO Range: 21 - 25, Fund Codes: 32

32	21	08/25/2021	27953	SOUTHERN NEWSPAPERS INC	NEWSPAPER ADS	200.00
32	22	08/27/2021	28065	JPMORGAN CHASE BANK	SIGNAGE FROM VERTICAL SIGN SERVICES, LLC	4,100.00

Non-Payroll Total:	\$4,300.00
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$4,300.00

Encumbrance Register

Options: Year: 2021-2022, Date Range: 7/1/2021 - 6/30/2022, PO Range: 22 - 30, Fund Codes: 33

33	22	08/20/2021	28041	THOMPSON EDU FURNISHINGS LLC	FURNITURE	84,666.00
33	23	08/23/2021	15834	LAKESHORE	PRE-K FURNITURE AND MANIPULATIVES	46,602.57
33	24	08/25/2021	27953	SOUTHERN NEWSPAPERS INC	NEWSPAPER ADS	1,300.00
33	25	08/30/2021	16021	JW PEPPER AND SON INC	MUSIC -FY22 STAND	700.00
33	26	08/30/2021	19583	STEVE WEISS MUSIC	BAND EQUIPMENT/INSTRUMENT	3,745.00
33	27	08/30/2021	927201	ERIC J BATES	MARCHING BANDDRILL DESIGN	575.00
33	28	09/01/2021	227	CAROLINA BIOLOGICAL SUPPLY COM	ANATOMY SUPPLIES	1,528.78

Non-Payroll Total:	\$139,117.35
Payroll Total:	\$0.00
Balance Forward:	\$0.00
Report Total:	\$139,117.35

Lawton Public Schools
Lawton, Oklahoma

Administrative Services Division
Purchasing Department

Payroll Encumbrance Purchase Orders

September 7, 2021

FY22 Payroll Encumbrance Purchase Order Numbers:

PO# 50000 - 52276

Lawton Public Schools
Lawton, Oklahoma

Administrative Services Division
Purchasing Department

Approval to Increase Purchase Orders

September 7, 2021

Approval to increase the following purchase order:

Boynton-Williams & Associates	Shoemaker - James	#2022-32-12
\$66,000.00 to \$240,000.00	Acct. #2-32-175	

An increase of \$174,000.00 is due to project cost being greater than the original estimation of construction cost.

Lawton Public Schools
Lawton, Oklahoma
Business Operations

Report of the Clerk
September 7, 2021

REQUEST APPROVAL TO DISPOSE OF SURPLUS PROPERTY:

Library book to be disposed of at the discretion of Superintendent, Kevin Hime

**Lawton Public Schools
Business Operations**

Report of Activity Fund Custodian

September 7, 2021

REQUEST APPROVAL TO MAKE THE FOLLOWING ACTIVITY FUND TRANSFERS:

	<u>Account Credited</u>	<u>Account Debited</u>	<u>Purpose</u>	<u>Amount</u>
1.	Ridgecrest Library	Adams Library	BOB sponsor changed schools	\$508.76

**Lawton Public Schools
Business Operations**

Report of Activity Fund Custodian

September 7, 2021

REQUEST APPROVAL TO ESTABLISH NEW ACCOUNTS:

Acct Name/Number	Source of Revenue	Approved Expenditures
Shoemaker/LPSPD K9 Lawton Public School Police Department K9 Unit - 897	1. Fundraisers 2. Donations 3. Funds transferred	1. D.A.R.E. Instructor classes/materials 2. G.R.E.A.T. Instructor classes/materials 3. Student awards/incentives
Life Ready Center (LRC) FCCLA - 891	1. Fundraisers 2. Dues, fees, donations 3. Funds transferred	1. Fundraising expenses 2. Instructional/non-instructional supplies, materials, equipment and furniture 3. Club activities/events/functions 4. Dues, fees and registrations 5. Trip expenses 6. School/community services/projects 7. Funds transferred 8. Reimbursement of expenses
Library/Makerspaces Battle of the Books (B.O.B.) - 879	1. Fundraisers 2. Donations 3. Funds transferred	1. Fundraising expenses 2. Operational expenses 3. School/community services/projects
MacArthur High School Speech/Debate - 928	1. Fundraisers 2. Dues, fees, donations 3. Funds transferred	1. Competition expenses 2. Instructional/non-instructional supplies, materials, equipment and furniture 3. Refreshments/supplies 4. Fundraising expenses 5. Reimbursement of expenses 6. Funds transferred
MacArthur High School Media Productions - 991	1. Fundraisers 2. Dues, fees, donations 3. Funds transferred	1. Travel expenses 2. Student awards/incentives 3. Instructional/non-instructional supplies, materials, equipment and furniture 4. Staff t-shirts/uniforms 5. Class activities/events/functions 6. Membership dues/fees/registrations 7. Fundraising expenses 8. Reimbursement of expenses

HUMAN RESOURCES**Personnel Report - Exhibit A****September 7, 2021****The following RESIGNATIONS have been received:**

Denotes Retirement**

CERTIFIED

NAME	ASSIGNMENT	END DATE
Bross, Danna	Counselor	08-31-2021
Reinke, Gaye Lynn	Teacher	05-21-2021
Wolf, Ida Mae	Teacher	08-20-2021

SUPPORT

NAME	ASSIGNMENT	END DATE
Ashby, Ashley	Personal Care Assistant	05-21-2021
Briley, Dena	Crossing Guard	05-20-2021
Brown, Elgin	Cafeteria Custodian	08-27-2021
Cuff, Miranda	Athletic Trainer	09-24-2021
Cushing, Mary	Special Ed Teacher Assistant	05-21-2021
Gaskill, Robert	Pre-K Teacher Assistant	05-20-2021
Harris, Danielle	Custodian	08-23-2021
Jones, Terrence	Cafeteria Custodian	07-15-2021
Long, Frances	Personal Care Assistant	05-21-2021
Macias, Alicia	Cook	08-27-2021
Marshall, Allen	Crossing Guard	05-20-2021
McBroom, Shannon	Cook	07-30-2021
McGuire, Avery	Cook, Traveling	05-21-2021
Miller, Marci	Personal Care Assistant	05-21-2021
Ross, Patricia	Crossing Guard	05-20-2021
Ruiz, Moises	Landscape Worker	09-10-2021
Sanchez, Cinthia E.	Custodian	08-27-2021
White, Taneshia	Cook	05-21-2021
Williams, Cecilia	Special Ed Teacher Assistant	05-21-2021

The following EXTRA DUTIES have been assigned for the 2021-2022 school year:**CERTIFIED**

NAME	ASSIGNMENT	START DATE
Albert-Maez, Lindsay	Title VI Virtual Tutor	09-09-2021
Ballard, Lindsay	Extended Day Worker	08-12-2021
Blevins, Della	Extended Day Worker	08-12-2021

Blood, Sandra	Extended Day Worker		08-12-2021
Borden, Wendy	Extended Day Director		08-12-2021
Branch, Shiley	Extended Day Worker		08-12-2021
Caldwell Lajonna	Title VI Virtual Tutor		09-09-2021
Chapman, Alphonso	Big Mac Time Supervisor		08-23-2021
Chesnutt, Lori	Extended Day Worker		08-12-2021
Cole, Joan	Title VI Virtual Tutor		09-09-2021
Craig, Rebecca	Title VI Virtual Tutor		09-09-2021
Cunningham, James	Extended Day Worker		08-12-2021
Curry, Shinice	Extended Day Worker		08-12-2021
Dove, Brandi	Extended Day Worker		08-12-2021
Durgin, Heather	Extended Day Director		08-12-2021
Ellis, Denise	Extended Day Worker		08-12-2021
Fisher, Susanne	Extended Day Director		08-12-2021
Gaines, Jessica	Title VI Virtual Tutor		09-09-2021
Gonzalez, Carrie	Title VI Virtual Tutor		09-09-2021
Gordon, Jason	Extended Day Worker		08-12-2021
Gordon, Katharine Paige	Extended Day Director		08-12-2021
Hagans, Cynthia	Extended Day Worker		08-12-2021
Hamilton, Jnaet	Extended Day Worker		08-12-2021
Hayes, Kelly	Extended Day Worker		08-12-2021
Heckert, Dianne	Extended Day Director		08-12-2021
Hilliary, Stephanie	Title VI Virtual Tutor		09-09-2021
Hull, Kaitlynn	Extended Day Worker		08-12-2021
Irizarry, Carlos	Title VI Virtual Tutor		09-09-2021
Jennings, Delisa	Extended Day Director		08-12-2021
Keene, April	Extended Day Worker		08-12-2021
Kirkham, Brenda	Extended Day Worker		08-12-2021
Mahan, Nicholas	Assistant Football Coach		08-10-2021
Miller-Jennings, Donna	Extended Day Worker		08-12-2021
Milner, Lindsey	Extended Day Worker		08-12-2021
Monts, Gwen	Extended Day Director		08-12-2021
Morey, Dianna	Extended Day Director		08-12-2021
Morris, Lindsey	Extended Day Worker		08-12-2021
Palmer, Rebecca	Extended Day Worker		08-12-2021
Payne, Debbie	Extended Day Worker		08-12-2021
Prest, Jeanne	Extended Day Worker		08-12-2021
Rodriguez, Carolann	Extended Day Worker		08-12-2021
Rooney, Denise	Title VI Virtual Tutor		09-09-2021
Ross, Hope	Extended Day Worker		08-12-2021
Scott, Raymond	Assistant Boys Soccer Coach		12-01-2021
Stanley, Raylisha	Title VI Virtual Tutor		09-09-2021
Taylor, Michael Sencer	Extended Day Director		08-12-2021

Thomas, Pamela	Extended Day Worker		08-12-2021
Zeigler, Theresa	Extended Day Worker		08-12-2021
<u>SUPPORT</u>			
NAME	ASSIGNMENT		START DATE
Bell, Rosa	Extended Day Director		08-12-2021
Runyon, Danica	Extended Day Director		08-12-2021