

**Gifted Educational Plan  
Bixby Independent School District I-004**



**Bixby, Oklahoma**  
**Administrative Staff Members**

Dr. Kyle Wood, Superintendent

## Introduction

The Bixby School District is committed to the quality education of all students and recognizes the need to provide an enriched educational program for its gifted and talented students. This educational plan is designed to describe this program, the identification process, a description of the programming options and curriculum, the program evaluation plan, the local advisory committee, and the qualifications and responsibilities of the program staff.

Bixby Public School's mission is to provide educational excellence for all members of our school community. Our goal is to provide quality, research based curriculum and instruction that prepare all students for the future in a technology based society. Bixby Public School's gifted program constantly seeks innovative ways to engage gifted students in education by establishing venues for students to develop research and problem solving skills, create products, serve others and showcase accomplishments. Every attempt is made to insure that students do not have to "wait to learn."

The philosophy of gifted education in Bixby Public Schools speaks specifically to the needs of "every child." Therefore, the school determines to provide for the development of the capabilities of those students who possess a high level of cognitive, affective, or creative capacities. The contribution these students make to society will be directly related to the extent they realize their potential by being challenged. These children require differentiated educational programs and/or services beyond those normally provided by the regular school program. Unless giftedness is identified early and nurtured, it will be suppressed as the child attempts to "fit in" with his peers and the child will not learn to utilize the giftedness to its maximum potential.

## Identification of Students for Gifted Educational Programming Process & Procedures

### **General District Policies**

**The school district shall identify and serve students who score at or above the 97<sup>th</sup> percentile on a nationally standardized test of intellectual ability. Provided, with first and second grade level children, a local school district may utilize other evaluation mechanisms such as, but not limited to, teacher referrals in lieu of standardized testing measures. [70 O.S. 1210-301]**

**A school district may also serve students who excel in the following areas:**

- (a) Creative thinking ability**
  - (b) Leadership ability**
  - (c) Visual and performing arts ability and/or,**
  - (d) Specific academic ability [OAC 210:15:23-2(a)(2) & (3)]**
1. Identification of gifted students is an ongoing process extending from school entry through twelfth grade. Opportunities are provided for students to be considered for placement in gifted programs at regular intervals. Testing may be given at other times deemed necessary by the Gifted Educational Programming Committee.
  2. Procedures used in the identification process are nondiscriminatory with respect to race, economic background, national origin or handicapping condition.
  3. Nominations are sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered.
  4. Data are collected on the nominated students to aid in making decisions for selection of students who are in need of gifted educational programming.

5. Placement is made in programming options appropriate to the student's educational needs, interests, and/or abilities.
6. Identification procedures are clearly stated, uniformly implemented, and communicated to the entire staff.
7. Strict confidentiality procedures as elsewhere defined in local board policy will be followed in regard to records of placement decisions and data on all nominated students.
8. A committee chaired by an educator with training in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.
9. Student placement decisions in the capability areas are based on multiple criteria. No single criterion or cut-off score is used to exclude a student from placement.
10. Identification of students based on a nationally standardized test of intellectual ability is valid for a minimum of three years and may be valid for the student's educational experience as long as the student remains in continuous enrollment in gifted programming options.
11. Evaluation of the appropriateness of students' placement in gifted educational programming shall be ongoing.
12. Confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students.
13. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or for as long as needed to meet educational decisions.
14. Instructionally useful information about individual students obtained during the identification process will be communicated to the appropriate members of the instructional staff regardless of final placement.
15. The identification process yields information obtained through a variety of procedures and from many independent sources.
16. The identification and placement process includes parental involvement.
  - a. Parents will be asked to grant written permission for individual testing unless an entire grade level is tested, then parents will have an opportunity for "opting out" of testing. '
  - b. All parents may receive notification of their child's test scores
  - c. An additional evaluation is available upon a written parent request. A standardized test will be given according to the district testing procedures within 30 days of the receipt of the written parent request.
  - d. Parents will be given notice that their child has been identified for placement in the gifted educational programming.
  - e. Before students may begin attending gifted programming options, written permission must be on file allowing their child to participate in the program.
  - f. A copy of the gifted educational plan is available online or by request.
  - g. Parents may appeal a decision in writing with which they disagree. The reason for the appeal must be stated in the letter and sent to the site gifted teacher or to the District Coordinator for Gifted Education.

## Assessments Used

### Otis Lennon School Ability Test (OLSAT)

The OLSAT is designed to measure those verbal, quantitative, and figural reasoning skills that are most closely related to scholastic achievement. These abilities are assessed through performance on such tasks as detecting similarities and differences, solving analogies and matrixes, classifying, and determining sequence. It is administered in a group setting. This is a multiple choice test. At all levels except first grade the test has a time limit. The Otis Lennon School Ability Test is the first test given in the gifted and talented identification process.

### Kaufmann Brief Intelligence Test (KBIT)

The KBIT is a measure of verbal and nonverbal intelligence. The verbal subsection assesses a person's word knowledge, range of general information, verbal concept formation, and reasoning ability. The nonverbal subsection assesses an individual's ability to perceive relationships and complete visual analogies. All nonverbal test items involve pictures or abstract designs rather than words. It is administered individually. If needed, the KBIT is used as a follow-up test to the Otis Lennon School Ability Test.

### Naglieri Nonverbal Ability Test 2 (NNAT2)

The NNAT2 measures general ability using test questions that require the student to solve visual analogies or progressive matrices. The NNAT2 may be administered individually or in a group assessment by the use of a computer. It is used only under very specific circumstances: 1. a student has achieved a total or composite score at the 96<sup>th</sup> percentile on the OLSAT or KBIT. 2. A student is a member of an under-represented group such as ELL with additional evidence of high ability.

### Test of Nonverbal Intelligence (TONI)

The TONI-4 offers clinicians an assessment of intelligence, aptitude, abstract reasoning, and problem solving. This language-free intelligence test is especially ideal for evaluating those with questionable or limited language ability.

## Opportunities for Testing

The Otis-Lennon School Ability Test is the first and primary assessment used in the testing process. This assessment will be offered at regular intervals throughout a child's school career. Test dates are set by individual buildings.

Grade Level	Date of Testing	Offered to	Start Date
1st Grade	2nd semester	All students (parents may opt out)	2nd grade
2nd Grade	August & January	Students new to Bixby Public Schools and/or students recommended for testing without current test scores	August Testing—within 3 weeks of the start of school January Testing—upon identification
4th, 5th, 6th Grades	August and January only	Students new to Bixby Public Schools, OSTP Advanced Scorers and/or students recommended for testing without current test scores	August Testing—Within 3 weeks of the start of school January Testing—upon identification
Middle School	Upon parent, student, or teacher request	Students new to Bixby Public Schools and/or recommended for testing without current test scores	One full calendar year must pass before the student may be tested again. Students are only tested after parental consent is given.
High School	Upon parent, student, or teacher request	Students new to Bixby Public Schools and/or recommended for testing without current test scores	One full calendar year must pass before the student may be tested again. Students are only tested after parental consent is given.

## Testing Process

### Elementary

Permission forms are sent home to the grade level being tested, recommended students without a current test score (scores must be more than 6 months old), students with an advanced score on the OSTP, and/or students new to Bixby Public Schools, or by parent request. Students who return a signed permission form by the deadline are included in testing. In first & third grade (August), parents receive a letter with information about the testing process and opting out of testing. All students who are not previously identified and do not opt out are included in testing.

After testing is completed, tests are scored and notifications are mailed to the parents of each student that participated. Any student that scored at or above the 90<sup>th</sup> percentile on any section of the OLSAT but did not earn a qualifying score is retested using the KBIT. The results are sent to the parents when they are available.

All students who earned a qualifying score are given information about the program for which they qualified (Explore Program, TAG, and a permission slip. Students must have a signed permission slip on file in order to participate. Once

identified for the Explore Program or TAG, a student does not participate in testing for the gifted program again as long as they are continuously enrolled in Bixby Public Schools and served in the Gifted Program. You may contact your building counselor or the Explore or TAG teacher at your site for more information.

#### Middle School

Students may be tested for the Gifted Organization at designated times throughout the school year, at the request of the student, parent, or teacher. One full calendar year must pass before students can be tested again. Students are only tested after parental consent is given. Students interested in being tested should contact the middle school counselor who will administer the Otis-Lennon School Ability Test, Kaufmann Brief Intelligence Test or Naglieri Nonverbal Ability Test 2 and contact parents with test results, by letter, within a week of testing. All new students are given the opportunity to test upon enrollment.

#### High School

1. Teacher, counselor, parent, or student recommendation: Any student who is recommended by a teacher, counselor, parent, or by themselves will be tested using the "OTIS – Lennon" test or the "NNAT2" test for limited English or non-verbal students. Once a student is recommended, testing will be done at a time designated by the counselor and school psychometrist.
2. Students new to the district and their parents will be informed about testing for the purposes of Gifted and Talented by the counselor at the time of enrollment. Counselors will also investigate the possibility of prior placement in a gifted and talented program at their previous school.

### **Eligibility Criteria**

The Bixby Public School District has several methods for identifying students eligible for the gifted program.

#### Category I

Under Oklahoma state law, any student identified with intellectual ability with a score in the top 3% on a nationally standardized school ability test is automatically qualified for gifted and talented services.

Bixby Public Schools will accept outside testing when test results are submitted on the letterhead of the practitioner who conducted the testing. All results must be signed and dated by the practitioner. The Weschler Intelligence Scale for Children-III is the most common test utilized.

#### Category II

Multi-criteria identification is encouraged by the State Department of Education. Bixby Public Schools has several ways a student can be identified using multiple criteria depending on grade level. If a student moves from the Bixby district, they must meet the receiving district's guidelines.

#### **Intermediate Schools**

##### Intellectual Ability

If a child did not score at the 97th percentile on a nationally normed ability test, he or she can still qualify for the gifted and talented program with a score at the 96<sup>th</sup> percentile on a nationally standardized test of ability plus a current score of proficient or above in both math and reading on the OSTP or

other comparable achievement test if no OSTP scores are available.

### **Middle School**

Talented students are identified by several criteria:

- Any student enrolled in Pre-Advanced Placement and scoring Advanced on an OSTP test in a like subject area, or taking a course for High School credit. OSTP scores shall be considered if they are within the previous three years.
- Any students winning honors in visual and/or performing arts and enrolled in a correlating fine arts class
- Any student identified with leadership abilities based on teacher recommendation and recognized by a community, regional, state or national organization for the individual's leadership abilities.

### **High School**

Special Academic ability

Any student enrolled in Honors, Pre-Advanced Placement, Advanced Placement Courses or Concurrent College Courses and having a GPA of 3.5 or better or scoring Advanced on an OSTP test or a 3 or better for an Advanced Placement exam. AP, OSTP scores shall be considered if they are in the same subject area and within the previous three years. ACT, PSAT, PreACT, or SAT scores in the 95% or above shall also be considered.

Visual and Performing Arts

District, Regional, State, and/or National competition finalists are recognized as talented. Any student winning or being recognized for honors in visual or performing arts by regional or state competition or by OSSAA standards and enrolled in a correlating fine arts class.

Leadership Ability

Any student identified with leadership abilities based on teacher recommendation and recognized by a community, regional, state or national organization for the individual's leadership abilities.

### Transfer Students

Transfer students who were identified as gifted and talented in another school district will be considered for identification and placement in gifted programming options by the district committee on gifted education. Students whose sending district supplies documentation of a current score at or above the 97<sup>th</sup> percentile on a recognized nationally standardized test of intellectual ability will be placed in the gifted and talented program without additional testing. All other transfer students will be assessed following district guidelines.

### Retesting Identified Students

Students with a Category I identification are not eligible to be re-tested. Students with Category II identification may be offered the opportunity to retest for the purpose of reclassification or for participation in other programs offered by Bixby Public Schools. Placement for any student who retests at the request of the district will not be affected.

## **Gifted Services**

### **General District Policy**

Programming options are coordinated to guide the development of gifted students from the time they are identified through their graduation from high school. A student's placement in programming options is based on their abilities, needs, and interests.

Gifted educational programming is ongoing and a part of the school schedule. Students will be provided appropriate program options within one month from the first day of school.

Evaluation of the appropriateness of a student's placement in gifted educational programming will be ongoing. Concerns about appropriate placement may be raised by any member of the school team, including the parent. Students whose needs are not being met by current placement will be considered for programming options that may be more appropriate for their needs

### **Programming Options**

Differentiated education includes multiple programming options and curriculum that is modified in pace, breadth, and/or depth. A differentiated education designed to meet the gifted student's needs and interests shall be provided through one or more of the following options: enrichment of or acceleration of content in the regular classroom, individualized instruction, academic competitions, guided research, resource room, learning centers, cluster grouping, curriculum compacting, special interest classes, concurrent enrollment, pull out enrichment classes, AP and Pre-AP classes or other options. Services may vary slightly between school sites depending on the program structure and the needs of the students.

### **Elementary School**

#### Intellectual Ability

The elementary gifted program, EXPLORE, utilizes a pull-out resource room format. Students identified through the testing process are eligible to attend. Efforts are made to keep groups small enough so that individualization may occur.

#### Specific Academic & Creative Thinking Ability

Elementary schools participate in the PTA Reflections Program each year. All students with an interest in visual arts, music, photography, and/or literature are encouraged to participate.

### **Intermediate Schools**

#### Intellectual Ability

Pullout classes for gifted students are based on individual interests, brain based, higher order thinking skills, and stress creativity.

#### Specific Academic Ability

Fifth and sixth grade students are offered an opportunity to participate in the Accelerated Math class. Students are identified through the use of standardized test scores and a placement test. Students attend math class daily.

Students may also participate in specific subject area contests or academic contests as appropriate for the student. Examples may include, but are not limited to the following: UCO Academic Competition, Spelling or Geography contests, academic team.

#### Visual/Performing Arts

Membership in Swing Choir based on auditions; various public performances throughout school year; reported as talented based on musical ability/audition; talent show participation (by audition); Grade level musical performances (casting by audition); Introduction to and invitation to join band extended to 5<sup>th</sup> grade students at year's end; Enrollment and instruction in beginning band for 6<sup>th</sup> grade students; various competitions throughout school year as well as public performances as well as Art and Music local regional, state, and national competitions.

#### Creative Thinking Ability

PTA Reflections program allows students to present visual art and creative writing talents for judging

#### Leadership

Membership in student council; officers are elected by vote of council members; each candidate must prepare and deliver a short speech

### **Middle School**

#### Intellectual Ability

Enrollment in Honors, Pre-Advanced Placement Classes and accelerated classes for high school credit offered at the middle school level.

#### Specific Academic Ability

Students may participate in specific subject area contests or academic contests as appropriate for the student. Examples: Stock Market, Spelling or Geography contests, Academic Team, Duke Talent Identification Program, Art and Band contests.

#### Visual/Performing Arts

Membership in select choir or music performance groups based on auditions; various public performances throughout school year; reported talented based on musical ability/audition; talent show participation (by audition); Grade level or School musical performances (casting by audition); various competitions throughout school year as well as public performances as well as Art and Music local regional, state, and national competitions.

#### Leadership

Students identified as talented in leadership may participate in clubs, activities, and/or extra curricular activity groups.

### **High School**

#### Intellectual Ability/Specific Academic Ability

Enrollment in Honors, PreAP, Advanced Placement course offerings as well as concurrent enrollment in college courses, pre-engineering through Tulsa Technology Center, and other specific academic courses.

#### Creative Thinking ability

Creative writing contests through English classes (Mason's writing contest, Ayn Rand Essay Contest, etc.); Art contests promoted by the Art teacher; Extemporaneous speech contests coordinated by the Speech and Drama teacher.

#### Visual and Performing Arts

District, Regional, State, and/or National competition finalists are served through participation in District, Regional, State and/or National events and activities that are planned at each level to recognize finalists. These

students are also served in band, choir, drama, or art classes at the high school.

#### Leadership

Students identified as talented in leadership may participate in clubs, activities, and/or extra curricular activity groups.

## **Curriculum**

### **Elementary & Intermediate Gifted Services Make-up Work Policy**

A listing of what was missed while the student attended gifted programming must be made available to the students on the day they attend the gifted program. . Students will not be graded on assignments missed while attending gifted programming; however students will be responsible for knowing the content. Students should read any material that they will be responsible for on a test. All tests must be made up.

If a student's grades begin to fall in the area he/she is missing while at the program, a conference will be called as soon as possible involving the parents, teachers, and administrators.

At the elementary & intermediate levels, work missed for special study trips or guest speakers that are at pull-out times other than during the student's regularly scheduled time will need to be made up. This policy will be given to all classroom teachers at the beginning of the year.

Because students only come to their gifted services class once a week in the 2<sup>nd</sup> thru 6<sup>th</sup> grades, group absences impact the curriculum for the class. Therefore, every effort should be made to avoid scheduling guest speakers, field trips, mentors, test prep for OSTPs or other classroom activities during gifted services time. If scheduling during gifted services times is unavoidable, students should be permitted to come at an alternative time. This time is required to meet Gifted Educational services guidelines. The Gifted specialist must be notified at least one week in advance of any group absences that must be scheduled during gifted services.

#### Class Attendance Policy

Students are expected to attend regularly scheduled gifted services classes if they are in attendance on that day. Teachers must obtain prior approval from the building administration for students to miss regularly scheduled gifted services. Gifted specialists should be notified at least one week in advance of any absences.

Teachers should include a list of students, a copy of the pull-out schedule, and notification that listed students must attend the pull-out class as scheduled in the substitute folder.

Students must arrive on time, be prepared to stay for the entire class period, and, if needed, prepare for their next class/teacher prior to coming to gifted programming.

#### Communication

Parent conferences may be scheduled at any time the parent or teacher requests one. Conferences may also be scheduled during the district's regularly scheduled conference days. Due to the limited number of conference slots on these days and the large number of students, it is advisable to call for a scheduled appointment if you feel

there is a need for a meeting. Although drop-ins are welcome, it is suggested that you schedule an appointment.

Information about current curriculum, items of interest to parents, and important dates and events will be available either in a newsletter or online by visiting the teacher's website.

#### Exit Policy

It is realized that the gifted programs or services may not suit the needs of every gifted child. In the event that the gifted program is not meeting the needs of a student, a conference with the parents, classroom teacher(s), and Gifted teacher will be held to discuss the appropriate options. If the parents elect to withdraw their child from the program, he/she shall complete, sign, and date the official withdrawal form. A copy of the form will be provided to the parent and the original placed on file in the office of the director of gifted education.

Withdrawals from the gifted program or services have a mandatory withdrawal period of one semester. At the end of this period a student may request to be readmitted to the program with current testing and a placement meeting. A current test score is a score that is less than 3 years old. If no current test score is available, a student may participate in the testing process at the next scheduled opportunity.

#### **Program Evaluation**

1. A systematic plan for on-going evaluation is part of program planning and implementation. An on-going evaluation process will be established by the Local Advisory Committee on Gifted Education. Previous evaluations will be the basis for site planning.
2. Students, teachers, parents and administrators will annually evaluate gifted educational programming at each school site. Evaluation results will be communicated in a timely and meaningful way to program decision makers at the site level, the district level and as appropriate, to students, parents and the public.
3. The evaluation process assesses the components of gifted educational programming through the use of parent, teacher, and student surveys.
4. The evaluation process will focus upon the appropriateness of educational programming provided for gifted students.
5. The evaluation process provides accurate, timely and relevant information to decision makers for improving programming options offered gifted students.
6. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.
7. All components of the gifted educational program are evaluated: identification, staff development, programming options, curriculum, community involvement and evaluation.
8. Evaluation findings are compiled, analyzed and communicated to appropriate audiences.
9. Student progress is assessed, with attention to mastery of content, higher level thinking skills, and creativity.
10. Data for evaluation are obtained from a variety of instruments, procedures and information sources.
11. Advanced content courses are noted on student transcripts.

## **Local Advisory Committee**

1. A Local Advisory Committee is appointed by the local Board of Education by September 15 of each year and meets on later than October 1 of each year in compliance with State Board of Education regulations and state statutes.
2. The Local Advisory Committee is demographically representative of the community and consists of parents and community members.
3. The school district furnishes staff who have training in gifted education for the advisory committee.
4. The Local Advisory Committee:
  - a. Assists in the formulation of district goals for gifted education.
  - b. Assists in development of the district plan for gifted child educational programming.
  - c. Assists in preparation of the district report on gifted child educational programming.
  - d. Performs other advisory duties as requested by the board of education.
5. The committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with this Gifted Education Plan and the State Board of Education regulations and state statutes.
6. The advisory committee will meet at other times during the year as necessary in meeting space furnished by the district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.

## **Qualification and Responsibilities of Gifted Educational Staff**

### **Responsibilities of Gifted Educational Program Staff**

1. The District Coordinator for Gifted Education will be responsible for working with the local advisory committee, overseeing the site gifted teachers and filing such reports and information as are required by the State Department of Education relative to gifted educational programming.
2. Gifted Teachers hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
3. The principal, principal's designee, and/or the site teacher for gifted educational programming will be responsible for coordinating gifted educational programming and completing such reports and information as required by the district coordinator for gifted educational programming.
4. The site gifted teacher is responsible for coordinating the site programming options.
5. Delivery is addressed by both the regular classroom teachers and the gifted education specialist. They work closely together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic/social support when needed.
  - a. The gifted education specialist may provides professional support through modeling, consultation, collaborative problem solving, inservice training and assists classroom teachers in finding and securing resource material and/or resource persons.
  - b. The building counselor or principal's designee at the secondary (7-12) level and site teachers at the K-6 level are responsible for coordinating gifted student identification, dispensing and collecting check lists, ordering testing materials, administration of tests, and securing parent signatures for testing.

### **Professional Development**

1. Staff Development opportunities will be an integral component of the program.
2. Teachers whose duties include direct involvement with gifted and talented students and gifted educational program teachers shall participate in professional development or college training designed to educate and assist them in the area of gifted education.
3. Staff development may include district planned activities about gifted programming options, identification procedures, characteristics of gifted students, higher level thinking skills, creative thinking skills, creative problem solving, demonstration teaching, curriculum compacting, and flexible pacing.
4. Attendance at Encyclomedia; Oklahoma Association for Gifted, Creative, and Talented meetings; annual meetings of national gifted organizations, and workshops on gifted education will be encouraged.
5. College course work in gifted education will also be considered staff development.

### **Gifted Educational Programming Expenditures Report**

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