

BARTLESVILLE PUBLIC SCHOOLS GIFTED EDUCATIONAL PLAN

INTRODUCTION

An important goal of Bartlesville Public Schools is to identify and provide appropriate educational experiences for those students who give evidence of high performance capability in areas of intellect, or in specific academic areas, and who require learning opportunities or experiences not ordinarily provided by the school.

I. IDENTIFICATION OF STUDENTS FOR GIFTED-TALENTED EDUCATIONAL PROGRAMS

A. A score in the top 3% on a nationally standardized test of intellectual ability according to Oklahoma law results in automatic placement into appropriate gifted education programs.

1. Acceptable standardized tests are Kaufman Brief Intelligence Test (KBIT), Slosson, Wechsler Intelligence Scale for Children III (WISC III), Stanford Binet, Test of Non Verbal Intelligence (TONI), Otis Lennon School Ability Test (OLSAT), and other nationally standardized tests of intellectual ability.

2. Students not qualifying on an accepted standardized test may be nominated. Nominations of students to the gifted education program may come from professional educators, parents, peers, or self.

3. Data will be collected on nominated students through:

a. Assessment methods

i) Standardized tests of intellectual ability (ex. OLSAT, TONI, KBIT, and/or Slosson)

ii) District-wide assessment of academic achievement (ex. CRT, PBT)

iii) Current level of academic performance

iv) Others as appropriate

b. Other sources of information

i) Review of educational records

ii) A district-designed checklist to be used as one component of a comprehensive alternative method of evaluating those students not qualifying through traditional means or those who excel in difficult to test areas, such as creative thinking ability, leadership ability, or visual and performing arts ability. The checklist may be given to the parent and/or teacher for completion of common behavioral characteristics of gifted and talented students

c. Samples of classroom work or special projects

d. Student achievement outside the school's curriculum

e. Student essay or interview to assess student's interest

f. Final determination for acceptance into the program through multicriteria qualification is at the site principal's discretion in conjunction with other site personnel. Appeals may be made to the district gifted education director.

4. A student qualifying through multicriteria may have the option of a pull-out program to be determined by the site principal in conjunction with other site personnel.

5. Students in the district and those moving into the district who have been identified as eligible for gifted education will be reviewed by the gifted education teacher or school counselor to assure that the Bartlesville criteria of 97% percentile with standard error of measurement (SEM) and above has been met.

6. A committee chaired by an educator with training in gifted education and including administrators, teacher, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.

B. Procedures used in the identification process will be non-discriminatory with respect to race, economic background, national origin or handicapping condition.

C. Uniform identification procedures will be used to identify students for the gifted education program options. 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.

D. Unbiased assessment of all cultural and economic backgrounds allows a committee placement decision based on referral, student product or performance, appropriate checklists and/or other relevant information.

E. Placement will be made in program options appropriate to the student's educational needs, interests and/or abilities with parental approval.

F. Identification of gifted students is an ongoing process extending from school entry through grade twelve.

1. Opportunities will be provided for students to be considered for placement in gifted programs through their school experience.

2. Identification of students based on a nationally standardized test of intellectual ability will be valid for the student's educational experience.

3. Students who were identified as gifted and talented in another school district will be considered for identification and placement by the gifted education teacher or school counselor in a timely manner.

4. Evaluation of the appropriateness of student's placement in gifted educational program will be ongoing.

5. Students may be removed from a program option, which is not meeting their educational needs following a conference with parents.
 6. Students whose needs are not met by current placement will be considered for other program options, which may be more appropriate to their needs.
 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. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or for as long as needed for educational decisions.
- G. The identification and placement process includes parental involvement.
1. Parents will be asked to grant written permission for individual testing.
 2. An additional evaluation will be available upon request.
 3. Parents will be given written notice that their child has been identified for placement in a gifted educational program.
 4. Parents will be provided with a summary of the gifted educational programs offered to their child.
 5. Parents may appeal a placement decision with which they disagree. Appeals will be made to the site principal. Further appeals may be made to the district program director.

II. DIFFERENTIATED EDUCATION

A. Program Options

1. Program options will be coordinated by the site principal and assigned personnel to guide the development of gifted students from the time they are identified through graduation from high school.
2. Students will be placed in program options based on their abilities, needs and interests.

B. Curriculum.

1. Curriculum for the gifted extends or replaces the regular curriculum.
2. Curriculum is differentiated in content, process, product, pace, depth, and breadth.

a. Content is differentiated in breadth, depth, and/or pace.

b. Processes for gifted students stress creativity and higher level thinking skills

3. Curriculum is planned to assure continuity.

III. PLAN ELEMENTS COMMON TO ALL LEVELS

These elements are ongoing and part of the school schedule.

Differentiated education will be in place within three weeks of the beginning of the school term.

- * Individualization of Instruction
- * Acceleration
- * Independent Study
- * Instructional Groups
- * Cross Grade Groups
- * Proficiency Based Promotion
- * Enrichment of Content in the Regular Classroom
- * Mentorships
- * Seminars
- * Interest Groups
- * Guidance and Counseling
- * Academic Competitions
- * Guest Speakers

ELEMENTARY GIFTED PLAN

Appropriate Flexible Pacing may include the following based on the student's Gifted-Talented Individual Plan (G-TIP). At the elementary level, the regular classroom teacher and parent/guardian will review program options annually through a written gifted-talented individual plan (G-TIP).

Plan elements unique to the Elementary Level Gifted Plan include learning centers, cluster groups, Duke Talent Search, and the following Continuum of Services. (See Diagram A)

GIFTED/TALENTED
CONTINUUM OF SERVICES

High
Level
Mentorship
Concurrent
Enrollment

Acceleration
Proficiency Based
Testing in Content Areas

Enrichment
Pull-out/Push-in

Flexible Cluster Grouping
(Skill – Ability* - Interest)
*Self-Contained Enhanced Curriculum Classroom is one
of the options available under Flexible Cluster Grouping

Differentiation
(Compacting – Acceleration – Enrichment)

Priority Academic Student Skills (PASS)
Data Driven Best Practices

(Diagram A)

MIDDLE LEVEL GIFTED PLAN

Plan elements unique to the Middle Level Gifted Plan include the Duke Talent Search.

HIGH SCHOOL GIFTED PLAN

Plan elements unique to the High School Gifted Plan include concurrent college enrollment.

IV. EVALUATION

A. A systematic plan for on-going evaluation is part of program planning and implementation. Previous evaluations will be the basis for site planning. The evaluation process provides accurate, timely, and relevant information to decision makers for improving programming options offered gifted students.

B. Students, teachers, parents, and administrators will annually evaluate gifted educational program 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. A plan for evaluation is developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of data.

C. The evaluation process assesses each component of gifted educational programs, which may include:

1. Identification via committee review
2. Instructional program via surveys and class options
3. Professional development via Professional Development Evaluations
4. Teacher Evaluations
5. Community involvement via surveys
6. Program management via surveys
7. The evaluation process via data/test scores collected
8. Curriculum via data/test scores collected and surveys

D. The evaluation process will focus upon the appropriateness of educational programs provided for gifted students.

E. Data for evaluation will be obtained from a variety of instruments, procedures and information sources.

Evaluation findings are compiled, analyzed, and communicated to appropriate audiences.

F. Student progress will be assessed, with attention to mastery of content, higher level thinking skills and creativity.

G. Advanced content courses will be noted on student transcripts.

V. LOCAL ADVISORY COMMITTEE

A. The Local Advisory Committee members shall be appointed by the board of education upon the recommendation of the superintendent. The committee shall consist of at least three (3), but no more than eleven (11) members, at least one-third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children. [§70 O.S. 1210.308(a)]

B. The Local Advisory Committee will be demographically representative of the Bartlesville Public Schools.

C. The Local Advisory Committee shall be appointed no later than September 15 of each school year for two-year terms and shall consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district. [§70 O.S. 1210.308(a)]

D. The first meeting will be called by the superintendent no later than October 1 of each year. At this meeting, the committee will elect a chair and vice-chair.

E. The advisory committee will meet at other times during the year as necessary in meeting space furnished by the district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.

F. The school district will provide staff knowledgeable in gifted education for the advisory committee.

G. The Local Advisory Committee shall assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child educational programs, assist in preparation of the district report on gifted child educational programs, and perform other advisory duties as requested by the board of education. [§70 O.S. 1210.308(a)]

VI. QUALIFICATIONS AND RESPONSIBILITIES OF GIFTED EDUCATION PROGRAM STAFF

A. Qualifications of staff include:

1. Teachers will hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.

2. Gifted educational program director will hold a valid Oklahoma teaching certificate.

3. 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 each year.
4. Gifted education teachers shall participate in inservice training or college training designed to educate and assist them in the area of gifted education each year.
5. Administrators responsible for gifted educational programs are encouraged to attend professional development related to the educational needs of gifted students each year.

B. Responsibilities of gifted educational staff:

1. The superintendent or the district director for gifted programs will be responsible for working with the local advisory committee, overseeing the site programs, and filing such reports and information as required by the State Department of Education relative to gifted educational programs.
2. The principal will be responsible for working with personnel to coordinate gifted educational programs related to the site and completing such reports and information as required by the district director for gifted educational programs.
3. Delivery is addressed by both the regular classroom teachers and the gifted education teacher. They work closely together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic/social support when needed.
 - a. The gifted education teacher provides professional support through modeling, consultation, co-teaching, collaborative problem solving, inservice training and assists classroom teachers in finding and securing resource material and/or resource persons.
 - b. The gifted education teacher is responsible for coordinating gifted student identification, monitoring student progress and record maintenance.
 - c. Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.
 - d. The district will be responsible for providing transportation to specifically developed individual gifted education services which are not located at the G/T students' school (example elementary pull-out program).

VII. BUDGET:

- A. The district director will compile and prepare, in conjunction with the superintendent and local advisory committee, a district budget for gifted educational programs.
- B. The district budget for gifted educational programs will be prepared on forms required by the State Department of Education and submitted as required.
- C. The budget for gifted educational programs will be approved by the board of education before filing with the State Department of Education.

VII. EXPENDITURE REPORT

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

BARTLESVILLE PUBLIC SCHOOLS
BARTLESVILLE, OKLAHOMA
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GIFTED EDUCATION PLAN
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