

**BROKEN ARROW PUBLIC SCHOOLS  
GIFTED EDUCATION PROGRAM PLAN**

*Revised March 2019*

BROKEN ARROW PUBLIC SCHOOLS  
701 S. Main Street Broken Arrow, Oklahoma 74012

**MISSION STATEMENT**

To develop independence, depth of thought, and study by providing differentiated, complex, and accelerated opportunities to become efficient and productive thinkers and citizens. To foster within each gifted student an awareness of self and others and the comprehension of their significance and role in society.

“We must remember: Gifted kids are gifted 24 hours a day so the goal must be to provide conditions that allow gifted kids to experience consistent opportunities to truly enjoy school and be as challenged and productive as possible.” Susan Winebrenner

**GIFTED EDUCATION PLAN**

Broken Arrow Public Schools  
Broken Arrow, Oklahoma

**I. PHILOSOPHY**

We recognize that there are students with exceptional processing abilities and that these abilities create needs distinguishable from the general population. We are committed to addressing the differentiated needs of gifted students.

**II. GOALS**

- A. To relate content to major ideas, concepts, and themes
- B. To provide students with opportunities to identify relationships across disciplines through such processes as critical and creative thinking, problem-solving, and logic
- C. To enable students to create new ideas and products by synthesizing current knowledge and transferring it to new situations and applications
- D. To provide differentiated curriculum which is modified in pace, breadth and depth
- E. To structure a physical and emotional learning environment that addresses the unique needs of gifted students and accommodates a variety of learning rates and styles

### **III. OBJECTIVES**

- A. Identify gifted students
- B. Assess the instructional level of identified students and consider the unique learning characteristics of each child
- C. Appropriately match gifted services to the individual
- D. Expand curriculum opportunities to
  - 1. allow gifted students to move through the core curriculum at the appropriate flexible pacing
  - 2. provide differentiated, accelerated curriculum to meet their unique needs
  - 3. offer psychosocial support when needed

### **IDENTIFICATION OF STUDENTS FOR GIFTED EDUCATION PROGRAMMING**

#### **I. Site Committee on Gifted Education**

- A. The committee at each school site will include the cluster/classroom teacher, the principal or designee, counselor and Academic Enrichment Specialist knowledgeable of the student.
- B. The committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with the Gifted Education Plan and State Board of Education regulations and state statutes.

#### **II. Process for Identifying Students**

- A. Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.
- B. All second graders will be tested using the Cognitive Abilities Test. Students who earn a score of 129 or higher will be automatically placed in the gifted education program as Category One.
- C. Students will be qualified for the gifted program in Category Two based on the following criteria:
  - 1. Students with a composite score between the 90th and 96th percentile on the CoGAT.
  - 2. Students scoring in the 97th percentile on a single subtest on the CoGAT (with no SEM).

3. Students with a composite score between the 85th to 89th percentile will be considered for a matrix for qualification.

D. Nominations will be sought from a wide variety of sources.

1. Professional educators
2. Parents
3. Community Members
4. Peers
5. Self
6. Others as appropriate

E. Data will be collected on nominated students

1. Testing methods
  - a. Standardized tests of intellectual ability. These may be either individual or group administered tests.
  - b. State mandated achievement tests
  - c. Grades and evidence of student classroom performance or ability
  - d. Other as appropriate
2. Non-testing methods
  - a. Checklists rating the behavioral characteristics of nominated students
    - i. teachers, counselors, and other adults at school
    - ii. parents
    - iii. peers
    - iv. self
    - v. others as appropriate
  - b. Student work portfolios
  - c. Evidence of student achievement outside the school's curriculum
  - d. Teacher recommendation
  - e. Observation of classroom performance
  - f. Other evidence as appropriate

F. Site committee analyzes data and makes placement decisions.

1. A score in the top 3% on a nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into appropriate gifted programming options with parental approval. This placement in Broken Arrow will be referred to as intellectual placement and may be based on scores from a wide variety of tests of intellectual ability.
2. Students who do not qualify for Category 1 placement might still qualify for Category 2 placement based on demonstrated capabilities in any of the other areas. The site committee will make this decision based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from needed educational programming.

3. Uniform identification procedures will be used to identify students for specific gifted education programming options.
4. To allow for the unbiased assessment of all cultural and economic backgrounds, a site committee decision for placement may be made based on referral, student product or performance, portfolio assessment, appropriate checklists or other relevant information. The committee on gifted education may authorize the use of alternative assessment procedures when appropriate for a student.
5. Placement will be made in programming options appropriate to the student's educational needs, interests and/or abilities agreed upon by the site committee and with parental approval.
6. 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.

G. 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 throughout 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 site committee in a timely manner.

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

5. A student may be removed from a programming option which is not meeting his/her educational needs.

a. A conference involving the parents, the resource teacher for gifted, the school counselor and any other persons having knowledge of the student must be held before completing the Reassessment Form. Appropriate forms will be signed by parent/guardian and school personnel and will be placed in the student's confidential folder.

b. Every effort should be made to avoid permanently withdrawing the student from the program. The student's gifted paperwork (GP7) will remain in the cumulative file at the site and also in the district office.

c. Students who are withdrawn from the Gifted Student Education Program at the request of their parents will be considered for other programming options which may be more appropriate to their needs. The student's placement will not be

reviewed each year. It will be the responsibility of the parent to request that the student's placement be reviewed.

6. 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

7. Records of placement decisions and data on all identified gifted students will be kept on file for a minimum of five years or for as long as needed for educational decisions.

H. The identification and placement process includes parental involvement.

1. Parents will be asked to provide written permission before testing and will be given the opportunity to opt-out prior to individual testing.

2. An additional evaluation will be available upon request if student meets district requirements for a second assessment.

3. Academic Enrichment Specialists will send a letter to parents advising them that their child has been selected for testing.

4. Parents will be given written notice regarding the placement decision

5. Parents whose students have been recommended for placement will be provided with a summary of the programming to be offered their child.

6. Parents may appeal a placement decision with which they disagree. Appeals will be filed with the site counselor. Further appeals may be made to the district program coordinator.

7. Parents may request an additional evaluation.

I. Students in grades 6 through 12 will be identified as Category 2 if they participate in any two or more of the following:

1. Advanced Placement® and Pre-AP and Honors courses;

2. Instrumental, vocal, and performance groups which require an audition;

3. Competitive debate; or

4. Academic teams.

## **DIFFERENTIATED EDUCATION**

Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth, and depth.

A. Programming Options

1. Programming options will be coordinated by the site gifted teacher and the site committee to guide the development of gifted students from the time they are identified through graduation from high school.
2. Identified students will be placed in programming options based on their abilities, needs and interests.
3. Gifted child educational programming is ongoing and a part of the school schedule. Students will be provided an appropriate differentiated education within three weeks of the beginning of the school term.

#### B. Curriculum

1. Curriculum for the gifted extends or replaces the regular curriculum.
2. Curriculum is differentiated in content, process and/or product.
  - a. Content is differentiated in breadth, depth and pace.
  - b. Processes for gifted students stress creativity and higher level thinking skills.
3. Curriculum is planned to assure continuity.

C. Appropriate learning opportunities will be provided for identified gifted students at each school site through a site developed program which is an integral part of the total school program.

1. Each site will plan curriculum opportunities to allow students to move through the curriculum at the appropriate flexible pace, provide differentiated curriculum to meet unique needs, and facilitate academic/social support.
2. When appropriate, differentiation will occur in content, process, product and learning environment.
3. Staff development opportunities will be an integral component of the program.

D. Services which address the following areas will be provided for gifted students, but these services will not necessarily be limited to identified gifted students.

1. Appropriate Flexible Pacing—Instructional/organizational strategies which allow students to advance at a pace which provides steady challenge. Time gained by these strategies may be used to provide students with appropriate enrichment or acceleration experiences.
  - a. Proficiency Based Promotion – elementary or secondary student advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments
  - b. Differentiated or enriched classes –differentiated curriculum and accelerated content designed for able students.

- c. Cluster Groups – any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- d. Instructional Groups – any group of identified able learners organized to provide planned differentiated instruction in a curriculum area
- e. Independent Study – individually contracted in-depth study of a topic; also a course of unit study taken
- f. Cross Grade Groups – an opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for learning task and performance expectations
- g. Curriculum Compacting – a system designed to adapt the regular curriculum to meet the needs of above average students by either limiting previously mastered work or streamlining work that may be mastered at a faster pace
- h. Dual Enrollment – qualified students taking middle level or high school courses while at the middle level

2. Enrichment—Activities designed to continuously meet the needs of gifted students as well as to enrich the lives of all students within a school

- a. Enrichment of Content 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. Appropriate enrichment experiences are not a repetition of material.
- b. Interest Groups – any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration
- c. Mentorships – a program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model
- d. Seminars – Special short-term sessions where students focus on one area of study
- e. Creative and Academic Competition – organized opportunities for students to enter local, regional, state or national contests in a variety of areas
- f. Differentiated or Enriched Classes –differentiated curriculum and accelerated content designed for able students

3. Academic/social support: Identification, monitoring and support services which address the unique needs of gifted students

- a. Guidance and Counseling – planned activities, sessions and policies that assist gifted students in planning their academic career in school and

after high school, and that also address the specific social-emotional needs of the gifted including underachievement.

b. Parent Orientation and Education – opportunities for parents to learn more about the program and about the special needs of their children

c. Career Days – special days incorporated into some site schedules to assist students in planning their academic career in school and after high school

d. Career units – special units taught at some sites throughout the school year encouraging students to begin planning for their future.

4. Professional Development: opportunities for all classroom teachers to develop the skills of managing the learning of children of all abilities. These opportunities might include the following:

a. Integrated curriculum/thematic units

b. Learning styles

c. Higher level thinking skills

d. Multiple intelligences

e. Problem finding and problem solving

NOTE: **State Law 210:15-23-2**. Gifted educational program coordinators and teachers shall participate in in-service training or college training designed to educate and assist them in the area of gifted education.

## **ELEMENTARY PROGRAM**

The Schoolwide Cluster Model is a broad-based program which consists of a variety of options for elementary gifted students. Program objectives include the development of creative, logical and critical thinking skills, the continuum of research skills, problem solving, creative expression and self-concept. This specialized approach allows all gifted children at each grade level to be clustered together in an otherwise mixed-ability classroom with a designated gifted-cluster teacher. Gifted-cluster teachers provide individualized instruction or extended and accelerated learning opportunities as determined by the needs of the student. The school's Academic Enrichment Specialists serve as resources and support to the gifted-cluster teachers.

Identification of gifted students is an ongoing process that begins at school entry and continues through twelfth grade. While placement in the gifted cluster class typically happens at second grade for most students, gifted teachers will address appropriate creative and problem-solving strategies for younger students as necessary.

## **MIDDLE SCHOOL GIFTED PROGRAM**

Gifted students of middle school age may enroll in Honors courses in all four of the core areas (mathematics, language arts, science and social studies). This program allows gifted students opportunities to interact with intellectual peers while studying the prescribed curriculum which is modified in pace, breadth and depth. Students enter the Honors courses based on an academic rubric. The Honors courses emphasize high level thinking skills, creativity, and in-depth study. Middle school gifted students are also encouraged to participate in creative and academic competitions such as Geography Bee, Math Counts, National History Day, Academic Bowl, Science Olympiad, Robotics and the Duke Talent Identification Program.

## **HIGH SCHOOL GIFTED PROGRAM**

Gifted high school learners often differ from one another in more ways than they are similar. Unique patterns of individual characteristics, interests, aptitudes, abilities, and values indicate that secondary schools should offer the intellectually gifted many choices. Their course work may include Pre-AP® and/or Advanced Placement® courses and concurrent enrollment. Classes will emphasize strategic reasoning, creative and critical thinking skills, and cooperative learning strategies. Advanced coursework will differ in pace, breadth and depth. High school students will also have the opportunity to participate in academic seminars, creative and academic competitions, honors debate and career counseling sessions.

The Advanced Placement® program is designed to meet the needs of academically gifted students and includes courses in English, Computer Applications and Programming, History, Social Studies, Mathematics, Music, Science and Visual Arts. In addition, the Proficiency Based Promotion testing program is available to any student interested in advancing to the next level of study and receiving credit for a core curriculum area.

The Executive Director of Secondary Instruction is responsible for coordinating program options. Delivery is addressed by the classroom teacher. The Executive Director provides professional development opportunities to support activities that enhance the learning experience for the gifted student.

## **EVALUATION**

A. A systematic plan for on-going evaluation is part of program planning and implementation.

B. Students, teachers, parents, and administrators will annually evaluate gifted education programming at each school site. Evaluation results will be communicated in a timely and meaningful way to program stakeholders at the site level, the district level, and, as appropriate, to students, parents, and the public.

C. The evaluation process assesses each component of gifted educational programming. These include:

1. identification
2. instructional program
3. professional development
4. community involvement
5. program management and
6. the evaluation process.

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

E. 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.

F. Data for evaluation will be obtained from a variety of instruments, procedures and information sources, included but not limited to: gifted students' scores from pre- and post- norm-referenced tests; criterion-referenced scores; student, teacher, and community member questionnaires.

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

H. Advanced content courses will be noted on students' transcripts.

## **LOCAL ADVISORY COMMITTEE**

A. A systematic plan for ongoing evaluation is part of program planning and implementation.

B. Students, teachers, parents, and administrators will annually evaluate gifted education programming at each school site. Evaluation results will be communicated in a timely and meaningful way to program stakeholders at the site level, the district level, and, as appropriate, to students, parents, and the public.

C. The Local Advisory Committee members will be demographically representative of the community and will 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.

D. The Local Advisory Committee will be appointed no later than September 15 of each school year for two-year terms and will consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district.

E. The first meeting will be called by the District Superintendent, or by the Superintendent's Designee, no later than October 1 of each year. At this meeting, the committee will elect a chair and a vice chair.

F. 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.

G. The school district will furnish staff that have training in gifted education for the advisory committee.

H. The Local Advisory Committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child educational programming, assist in preparation of the district report on gifted child educational programming, and perform other advisory duties as requested by the board of education.

## **QUALIFICATIONS AND RESPONSIBILITIES OF GIFTED STUDENT EDUCATION PROGRAM STAFF**

### **A. Qualifications of Staff**

1. Teachers hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
2. Gifted teachers hold a valid Oklahoma teaching certificate.
3. Classroom teachers whose duties include direct involvement with gifted students will participate in professional development or college training designed to educate and assist them in an area of gifted education each year.
4. Gifted teachers will participate in professional development or college training designed to educate and assist them in the area of gifted education each year.
5. Administrators responsible for gifted education programming will attend professional development related to the educational needs of gifted students.

### **B. 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 Academic Enrichment Specialists, professional development and filing such reports and information as are required by the State Department of Education relative to gifted education programming.
2. The Academic Enrichment Specialist will be responsible for professional development of gifted cluster teachers, the school sites testing and identification procedures, and developing and sharing parent and teacher resources.
  - a. The gifted teacher may provide professional support through modeling, consultation, co-teaching, collaborative problem solving, and professional development and might also assist classroom teachers in finding and securing resource materials.
  - b. The gifted teacher is responsible for assisting with gifted student identification, monitoring student progress, and maintaining student records.

3. The gifted cluster teacher at each site will be responsible for working with the site committee, working with the identified gifted students at the site. Curriculum delivery is addressed by a gifted cluster teacher. They will work closely with the Academic Enrichment Specialist to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support when needed.

## **BUDGET**

- A. The district coordinator will compile the district budget for gifted education in conjunction with the district's chief financial officer, the superintendent and the Instructional Coordination Council.
- B. The district budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required.
- C. The budget for gifted educational programming will be approved by the board of education before filing with the State Department of Education.

## **EXPENDITURES REPORT**

- A. An expenditures report for the previous school year will be submitted by the district's chief financial officer to the state Department of Education each year as required by 70 O.S. 1210.307(D).
- B. The report will outline the expenditures made by the district during that year for the gifted child educational programming. (1210.307(D)).
- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.