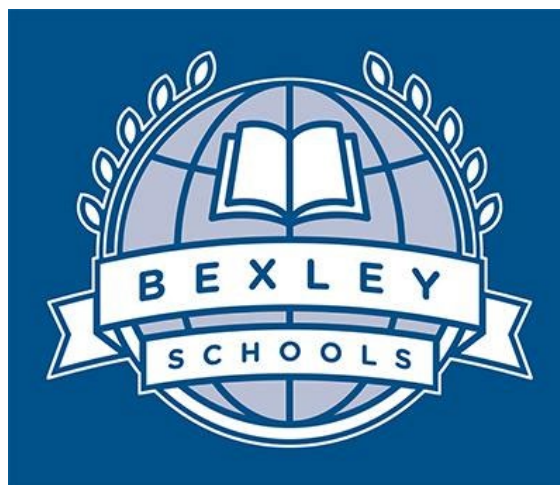


# BEXLEY CITY SCHOOLS

## Gifted Handbook



MISSION: Learn with Curiosity. Demonstrate Kindness. Embrace Equity.

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# Mission

Learn with Curiosity. Demonstrate Kindness. Embrace Equity.

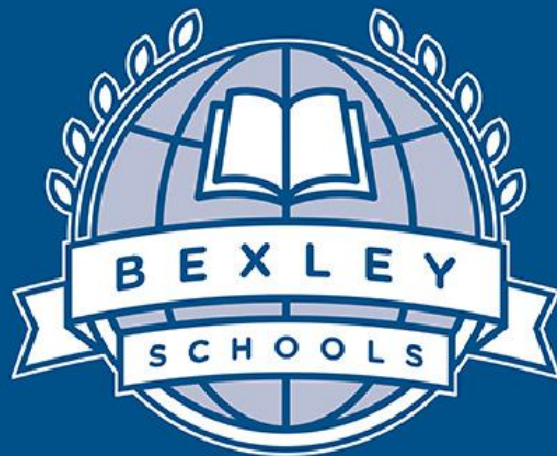
## Vision

We champion curiosity, kindness, and equity, so that our schools are places where:

- Creativity, innovation, and critical thinking flourish.
- Teaching and learning are culturally responsive and relevant to a changing world.
- Students have the academic, social, and emotional supports to define and experience success and to recognize that failure is a natural part of learning.
- We nurture belonging, joy, and an ethic of care.
- Everyone feels safe and supported.
- Diversity of perspectives, lived experiences, and identities are reflected in programs, policies, and practices that foster inclusion and equity.

## Values

Equity.  
Inclusion.  
Respect.  
Empathy.  
Well-being.  
Integrity.  
Responsibility.



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## Ohio & Local Policy

The state of Ohio sets criteria for gifted identification and program operations in [Ohio Revised Code Chapter 3324](#). These criteria are further elaborated for both identification and service in [Ohio Administrative Code 3301-51-15](#). Per these state documents, districts are required to enact a policy for gifted education (Board Policy [IGBB](#), Programs for Students Who Are Gifted). The information outlined in this handbook is in accordance with state law and rule and local board policies.

The Board policies are relevant to gifted education in the district:

- [IGBB](#), Programs for Students Who Are Identified as Gifted
- [IKEB](#), Acceleration
- [JEB](#), Entrance Age (Mandatory Kindergarten)
- [JEBA](#), [JEBA-R](#), Early Entrance to Kindergarten
- [IKFA](#), Early Graduation
- [IGBM](#), [IGBM-R](#), Credit Flexibility
- [IGCH](#), [IGCH-R](#), College Credit Plus
- [JB](#), Equal Educational Opportunities

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# Gifted Education Staff

## District Gifted Coordinator

Dr. Shirley Hamilton  
Director of Curriculum & Gifted  
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## Elementary Gifted Intervention Specialists

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## Talent Development Specialist (Grades 1-3, All Buildings)

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614-237-4266

## Middle School Gifted Staff

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Chevy Sidel – [Chevy.Sidel@bexley.us](mailto:Chevy.Sidel@bexley.us)

## High School Gifted Staff

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Gifted Instructional Chair  
Bexley High School  
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(614) 231-4591

Teachers of Honors and Advanced Placement courses are also considered providers of gifted services. Please reach out to them directly with course-specific questions.

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# Gifted Identification

Ohio law sets criteria to be used by all districts to identify students as gifted in the following areas: superior cognitive ability, reading, math, science, social studies, creative thinking ability, and visual and/or performing arts. Districts are required to offer two opportunities per year for assessment.

- **Superior Cognitive Ability** – This area of gifted identification is for students who demonstrate advanced cognitive reasoning and problem-solving skills. Identification is based on an advanced cognitive ability standard score (typically in the 127-130 range; although it varies by test).
- **Creative Thinking Ability** – This area of gifted identification is for students who demonstrate atypically inventive or unique ways of thinking. Identification is based on an elevated cognitive ability score (typically in the 112-115 range; although it varies by test) and a qualifying score on a checklist of creative behaviors.
- **Specific Academic Ability** – This area of gifted identification is for students who demonstrate advanced knowledge and skills in a core subject area, such as reading, math, science, or social studies. Students must earn a score at or above the 95th percentile on an approved achievement test to be identified as gifted in a specific academic area.
- **Visual and/or Performing Arts Ability** – This area of gifted identification is for students who demonstrate advanced artistic talent in the areas of visual art, instrumental or vocal music, drama, or dance. Identification is based on a qualifying score on a checklist of artistic behaviors and a demonstration of talent via portfolio or audition. Skills are evaluated in light of prior training and opportunities to develop talent with gifted identification based on exceptional skill in relation to the amount of training received.

The state publishes a list of approved tests and qualifying scores, and districts are required to select from these assessments when evaluating students for potential gifted identification. Measures include tests of cognitive ability, which are assessments of thinking and reasoning skills comparable to a measure of intelligence. State-approved measures also include tests of academic achievement, which measure what students already have learned in comparison to their grade-level peers. Additionally, state-approved instruments include checklists of creative and artistic behaviors to determine creative and artistic abilities.

*\*\*Ohio State Tests administered each spring at the end of grades 3-8 and high school end-of-course exams cannot be used for gifted identification. They are grade-level proficiency tests that are not designed with enough of a stretch to determine giftedness. Therefore, the state does not approve them for use in gifted identification or service placement.*



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## Whole-Grade Screening

Ohio's gifted operating standards require districts to screen all students for possible gifted identification in superior cognitive ability, reading, math, and creative thinking ability at two points in their elementary school career: once between grades K and 2; and once between grades 3 and 6.

Bexley City Schools uses multiple tests to screen, monitor progress, and benchmark student learning. Some tests are approved by the State of Ohio for gifted identification (e.g., MAP, PSAT, ACT). As a result, there are multiple opportunities in the district for a student to be screened for gifted identification beyond the minimal state requirement. The chart below provides an overview of assessments used by the district that align to state regulations, as well as the general timeline for when the tests are administered.

Whole-Grade Screening Assessments			
Superior Cognitive Ability	Grades	General Timeline	Identification Score
Cognitive Abilities Test (CogAT)	2, 4	Fall	128 standard score
Creative Thinking Ability (requires cognitive score and one checklist score)			
Cognitive Abilities Test (CogAT)	2, 4	Fall	112 standard score
Scales for Identifying Gifted Students (SIGS)	2, 4	Fall, Winter	120 standard score
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)	2, 4	Fall, Winter	51 points
Mathematics and Reading			
MAP (Measures of Academic Progress)	2-9	Fall, Winter, Spring	95th percentile
PSAT	9-11	Fall	95th percentile
ACT*	11	Spring	95th percentile

*\*ACT also includes a science test that is used for gifted screening and identification.*

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The administrator responsible for gifted education will also review ACT and SAT scores of students who take those tests outside of the administrations listed above for possible gifted identification.

## Communication of Results from Whole Grade Screening

General results of district tests are communicated to parents/guardians within 30 days of receiving the results. This communication typically includes a letter from the principal and the family score report, if provided by the testing company. These may be sent via report card, U.S. mail, email, or provided at conferences. Scores from the PSAT and ACT are mailed directly to the student by the test company. New gifted identifications are communicated by letter from the district office within 30 days of receiving the results of the tests.

## Retesting

The State of Ohio determines the criteria for gifted identification, as well as the qualifying scores on approved tests. Students may score in a “screening range” on the approved test, which means students may have a likelihood of obtaining a gifted identification if tested again using another approved test. Students who score 125 or higher on the Cognitive Abilities Test will automatically be referred for retesting using another cognitive assessment. Because MAP is administered three times per year, all students in grades 2-8 are automatically rescreened repeatedly throughout the year.

## Individual Gifted Screening

### Referral Process

Districts are required to provide two opportunities a year for students to be evaluated for gifted identification. In addition to the whole-grade-screening opportunities described above, Bexley Schools also provide two referral windows for gifted screening of students currently enrolled in Bexley City Schools. Teachers, parents/guardians, and students may make a referral for testing any student in grades Kindergarten through 12 for potential gifted identification.

*\*\*Because MAP testing screens students for possible gifted identification in reading and math three times per year, the district will not assess a student in grades K-8 individually in either of those areas, unless the student has an IEP accommodation that cannot be met in MAP. However, students in grades 2-8 may be referred for individual assessment in other areas.*

Referral Windows for Individual Gifted Screening	
Fall Semester: By October 31 (for testing by end of December)	Spring Semester: By March 31 (for testing by end of May)

Referrals for testing should be made in writing using the appropriate *Referral for Gifted Testing* and *Authorization to Assess* forms (see Appendix B) and submitted to the principal. Forms must be complete and received by the principal by the dates listed above. Referrals received after the deadline will not be processed until the next referral window.

*\*\*Referrals for screening in visual and performing arts are accepted during both referral windows. The checklist component will be completed during the window in which the referral is received. Portfolio reviews and auditions for students with qualifying scores in either window will take place in late spring.*

## Communication of Results from Individual Assessments

Scores from individual assessments and determinations of gifted identification are communicated by letter from the district office within 30 days of testing.

Individual Screening Assessments	
Superior Cognitive Ability	Identification Score
Cognitive Abilities Test (CogAT)	127 standard score (Grades K, 3, 7-12) 128 standard score (Grades 1-2, 4-6)
Naglieri Nonverbal Abilities Test (NNAT)	125 standard score (Grades 5-7) 126 standard score (Grades K-4, 8-10) 127 standard score (Grades 11-12)
InView Abilities Test	128 standard score
Creative Thinking Ability (requires cognitive score and one checklist score)	
Cognitive Abilities Test (CogAT)	111 standard score (Grades K-1) 112 standard score (Grades 2-12)

Naglieri Nonverbal Abilities Test (NNAT)	109 standard score (Grades 5-7) 110 standard score (Grades. K-4, 8-10) 111 standard score (Grades 11-12)
InView Abilities Test	112 standard score
Scales for Identifying Gifted Students (SIGS)	120 standard score
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)	51 points
Specific Academic Ability (Math, Reading, Science, or Social Studies)	
Iowa Assessments	95th %ile
Stanford Achievement Test	95th %ile
Terra Nova	95th %ile
Visual/Performing Ability (Dance, Drama, Music, or Visual Art; requires one checklist score and one ODE Rubric score in same artistic area)	
Gifted and Talented Evaluation Scales	111 standard score (dance only)
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)	57 points (drama) 39 points (music) 61 points (visual art)
Scales for Identifying Gifted Students (SIGS)	120 standard score
ODE Checklist of Artistic Behavior	32 points (dance only)
ODE Visual and Performing Arts Performance Evaluation Rubric	26 points (dance) 20 points (drama) 18 points (music) 21 points (visual art)

## General Gifted Identification Procedures

### Permanence of Gifted Identification

Once a student is identified as gifted by an Ohio public school district, that identification remains for the duration of the student's academic career in Ohio, regardless of future test scores. Additionally, gifted identifications from an Ohio public school district transfer throughout Ohio.

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## Students New to Bexley

Families enrolling a student identified as gifted in Bexley City Schools are asked to provide evidence of gifted identification, such as an identification letter or test score history. The district enrollment form also asks about previous gifted identification or service, which will prompt a records request by the administrator responsible for gifted education. If a student has been identified as gifted by another Ohio public school district, Bexley Schools will honor the student's gifted identification(s) in accordance with Ohio law.

For students coming from out-of-state or an Ohio private or charter school, the district will review past test scores. Students will be identified as gifted if a qualifying score was achieved in the past 24 months on a test from Ohio's approved list of assessments. Students without qualifying scores will be evaluated by the district within 90 days of enrollment at the request of parents/guardians.

## Considerations for Underrepresented Students

Ohio's regulations give protection to students of color, English language learners, students who are economically disadvantaged, and students with disabilities; they may not be prevented from being identified as gifted if they meet state criteria. Districts are required to review tests, procedures, and environments for biases that may prevent underrepresented students from demonstrating their areas of gifted identification.

The district makes conscious decisions to select the most appropriate tests to determine a student's abilities based on state guidelines and recent research. Practices include frequent whole-grade screening in grades 2 through 11, use of cognitive tests that are current with research to support use with various populations, use of cognitive subscale scores where allowed by state rule, and collaboration with the Special Education staff to review Evaluation Team Report (ETR) outcomes of students who may be twice exceptional, a term commonly used to refer to students who are both identified as gifted and have a disability, or who are identified as gifted and an English Learner.

Students with a disability and receiving special education services documented in an Individualized Education Plan (IEP) or accommodations via a 504 plan shall not be denied gifted identification. However, it is important to note that special education and gifted education are governed by different laws and procedures, and gifted identification and service placement does not work the same way as with special education.

Gifted identification may be considered when developing IEP goals or 504 accommodations; however gifted services **shall not** be included in IEP or 504 plans. Students with disabilities will be identified as gifted and placed in gifted services in the same manner as other students as described in this handbook.

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## Appeals

Parents/guardians may appeal the outcomes of gifted assessment in writing to the superintendent within 30 days of receiving test results. Appeals will be reviewed in light of state laws and ethical testing procedures. Appeals requesting an exception to the identification score will not be granted since gifted identification scores are determined by Ohio law and may not be modified by Bexley City Schools. A decision regarding the appeal will be made within 30 days of receipt of the written appeal.

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# Service and Support

## State Guidelines & General Service Information

The plan for service of students identified as gifted is developed in accordance with Ohio Revised Code Sect. 3324.04. Ohio law requires districts to identify students who are identified as gifted, but does not require districts to serve all students with gifted identifications with special programming. Additionally, state funding provides limited dollars toward the cost of gifted identification and service. Gifted services will vary among districts based on specific needs of the district's students and available resources.

The state defines several formats for formal gifted services. These stipulate minimum minutes of duration, staff qualifications, and student caseloads. Support programs may be implemented that do not fully meet these guidelines, but they may not be reported as a formal gifted service. On average, about 40% of the district's K-12 students have one or more gifted-identification areas. Because of that high number, support for learners identified as gifted must start within the general education classroom and come from the classroom teacher. Classroom teachers adjust their overall curriculum and instructional practices to account for the needs of their students. While this does not always constitute formal gifted services per Ohio rules, it is a means to have the broadest impact on our student population identified as gifted.

Elementary students will be placed in services for which they are eligible at the start of the school year. Students identified as gifted during the first semester in an area that results in new service eligibility will be placed into gifted services at the start of the second semester. Students identified as gifted during the second semester in an area that results in new service eligibility will be placed into gifted services at the start of the next school year.

Students in middle and high school will be placed into gifted services during the course-scheduling process for the following school year. Students who are newly identified as gifted in an area that results in new service eligibility between the time of course scheduling and the start of the new school year may be placed into gifted services at the beginning of the year. Students who are newly identified as gifted in an area that results in new service eligibility after the start of the school year will be eligible for gifted services the next school year.

## Notification of Service Eligibility

Bexley Schools will send an annual notice to parents/guardians of all students identified as gifted. This notice will include a listing of the student's areas of gifted identification along with any service eligibility for the following school year. In accordance with Ohio Administrative Code, these notices are sent even if a student is not eligible for formal gifted services. Notices will be sent to secondary students prior to high school- and

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middle school-scheduling windows so that the information can help inform course selections. Notices will be sent to elementary students in early spring.

## Considerations for Underrepresented Students

Ohio's regulations give protection to students of color, English language learners, students who are economically disadvantaged, and students with disabilities. Students from these groups who meet state criteria may not be prevented from accessing gifted services for which they are eligible. Districts are required to ensure all eligible students have access to available gifted services outlined in the district's gifted service plan. To foster equal access, elementary and middle school students will be automatically placed in gifted services for which they are eligible. High school students will receive notifications of service eligibility to encourage enrollment in appropriately challenging classes.

Students with a disability and receiving special education services documented in an Individualized Education Plan (IEP) or accommodations via a 504 plan shall not be denied gifted identification or services due to disability. However, it is important to note that special education and gifted education are governed by different laws and procedures, and gifted identification and service placement does not work the same way as placement in special education. Gifted identification may be considered when developing IEP goals or determining IEP or 504 accommodations; however gifted services **shall not** be included in IEP or 504 plans. Students with disabilities will be identified as gifted and placed in gifted services in the same manner as other students and described in this handbook.

## Students New to Bexley

Gifted identification criteria are set by Ohio law and consistent across all Ohio public schools. However, gifted services vary district to district in terms of areas and grade levels served and the format of services. Students who were in gifted services in a previous district may or may not be eligible for services within Bexley City Schools.

Students new to Bexley City Schools will first have their gifted identification verified as outlined in the previous section. Once identification is confirmed, the student will immediately be offered placement for any Bexley gifted services for which they are eligible in accordance with the criteria outlined in the district's service plan. Students who were in Advanced Placement or Honors classes in their previous high school may automatically schedule the same classes upon enrollment at Bexley High School, regardless of gifted identification.

## Elementary School Services

Because students identified as gifted with superior cognitive ability may have abilities two or more grade levels above their same age peers, the district focuses its elementary



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specialized services on this group of high-needs learners. This service, referred to as **Cog ELA**, is provided by a Gifted Intervention Specialist in the context of the English language arts class, a subject which allows for transdisciplinary study and for use of a variety of texts to challenge students' thinking. The class allows students to move at a pace and depth that differs from the general education classroom while also providing space to support the unique social-emotional needs that often come with superior cognitive ability.

In addition to the formal gifted service listed above, students identified as gifted may receive support for their talents and abilities as described below. Many of the options do not require students to be identified as gifted in a specific area to participate.

*\*\*These options do not qualify as a formal gifted service per state rules. Students in the course will NOT have the service listed or related goal on a Written Education Plan.*

- **Cluster Class** – A cluster class is a typical grade-level class in grades 1 through 5 that includes 4-10 students who are identified as gifted in the same area. This format is the primary means of support for all students who are identified as gifted in reading, math, or creative thinking. This type of grouping allows for learners identified as gifted to have access to similar-ability peers for collaboration and facilitates differentiation in the classroom without removing students to separate learning settings. Classroom teachers will adjust the depth and pacing of lessons or specific assignments for the class, groups of students, or individual learners as needed based upon their ongoing assessment of student needs.
- **Talent Development Program** – The talent development program is a weekly learning session for all students in every 1st-, 2nd-, and 3rd-grade classroom. A Talent Development Specialist, who holds a gifted education license, teaches lessons on critical and creative thinking within the classroom. The purpose of this program is to build/develop critical and creative thinking skills, assist with identifying students from underrepresented populations as gifted and talented, and provide opportunities for students with potential to be challenged.
- **Flexible Math Groups** – Gifted Intervention Specialists will work with small groups of 4th- and 5th- grade students teaching enrichment lessons in math. Groups will be formed based upon student skills as shown on in-class assessments during each math unit. While groups will often include students who are identified as gifted in math or superior cognitive ability, any student who shows exceptional strength in a particular skill for a unit may participate. Students who participate in one group session may or may not participate in other sessions, depending on their strengths and needs during each unit of instruction.
- **Allied Arts Electives** – These courses in art, music, band, choir, orchestra, and others are opportunities for students with talents in the visual or performing arts to pursue that passion and further develop their skills.

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- **Extracurricular Activities** – Schools may offer after school activities open to all students, such as orchestra, theater arts, student council, book clubs, or other opportunities. These programs may serve as opportunities for learners identified as gifted to explore areas of interest, try new things, connect with students who have similar interests, or develop leadership skills. Students should reach out to their principal or school counselor for information about opportunities.

## Service Withdrawal

Elementary school students will automatically be placed in the CogELA class, if eligible. However, parents/guardians may decline gifted services if they choose. Families are strongly encouraged to work with the Gifted Intervention Specialist, the building principal, and any other relevant staff to develop a plan of support for the student prior to withdrawal. Educators may share concerns about student performance in the class; however, educators may not remove a student from gifted services without parent/guardian consent, nor may they coerce a parent/guardian to do so.

Families who wish to either decline or withdraw their student from gifted services must submit a signed gifted service withdrawal form (see Appendix B) to the building principal. The principal will notify the teacher of the service and will modify the student's schedule in PowerSchool accordingly. The principal will place a copy of the form in the student's cumulative school file and provide a copy to the district's administrator for gifted education, who will, in turn, modify EMIS reporting. Once a parent/guardian declines or withdraws their student(s) from a gifted service for the year, they may not return to that service that same year. However, the student may participate in any service for which they are eligible the next school year.

## Middle School Services

Students in grades 6-8 may be clustered in classrooms and may participate in a compacted curriculum. A compacted curriculum is generally for students who have been accelerated in math at earlier grade levels. Teachers of the gifted sections of English Language Arts, Compacted Math, and Discovery courses either hold a gifted endorsement on their Ohio teaching license or participate in gifted professional development in accordance with Ohio rules. Service and programming options include the following:

- **English Language Arts Gifted Section** – Students identified as gifted in reading or superior cognitive ability will be placed in a section of English Language Arts taught by a teacher with training in the nature and needs of students who are identified as gifted. These courses are aligned to the Ohio Learning Standards for that grade level, but may use advanced-level texts to go into more depth or tie into more abstract concepts than a traditional class.
- **Compacted Math** – This is a sequence of middle school math courses that compacts three years of math (Math 6, Math 7, and Math 8) into two years during grades 6 and 7. Students then go on to take Honors Algebra I in 8th grade, thus

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opening space in the high school years for higher-level math courses. While students do not need to be identified as gifted to enroll, provided they meet other eligibility criteria, these courses are considered a gifted service for students who are identified as gifted in the subject area of the course. The sequence is also considered a subject acceleration for all students during the second year.

- **College Credit Plus (CCP)** – The program is available to eligible students in grades 7 through 12. Students may apply to and enroll in college courses at participating universities while still enrolled in Bexley Schools. Students earn dual high school and college credit for these courses. Tuition and books are provided for students who maintain required performance levels. In some cases, they may also be considered an acceleration for participating students. Because these are true college-level courses with the expectation of previous mastery of high school content, this program is typically only appropriate for a small number of students in grades 7-8. Please weigh all options carefully when considering CCP.

In addition to the formal gifted service listed above, students identified as gifted may receive support for their talents and abilities as described below. These options do not require students to be identified as gifted in a specific area to participate.

*\*\*These options do not qualify as a formal gifted service per state rules. Students in the course will NOT have the service listed or related goal on a Written Education Plan.*

- **Discovery** – This is a quarter-long middle school elective for students identified as gifted in superior cognitive ability. Students develop their research skills while conducting a guided independent study to “discover” more about a chosen topic of interest.
- **Allied Arts Electives** – These courses in art, music, band, choir, orchestra, and others are opportunities for students with talents in the visual or performing arts to pursue that passion and further develop their skills.
- **Design Elective** – This course is an interdisciplinary course that provides students with an opportunity to utilize creative problem-solving skills to design a real-world solution. This option may spark interest and develop skills of students who are identified as gifted in superior cognitive ability, creative thinking, science, or social studies.
- **Foreign Language Electives** – These courses in Latin, French, or Spanish can provide challenging learning experiences for students who are gifted in superior cognitive ability, reading, or social studies.
- **Extracurricular Activities** – Schools may offer after-school activities, such as theater arts, student council, book clubs, or other specialized groups. These programs may serve as opportunities for learners identified as gifted to explore areas of interest, try new things, connect with students who have similar interests, or develop their leadership skills. Students should reach out to their principal or school counselor for information about opportunities.

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## Service Withdrawal

Middle school students will automatically be placed in the gifted services for which they are eligible. However, parents/guardians may decline gifted services if they choose. Families are strongly encouraged to work with the teacher attached to that gifted service, the building principal, and any other relevant staff to develop a plan of support and intervention for the student prior to withdrawal. Educators may share concerns about student performance in the class; however, educators may not remove a student from gifted services without parent/guardian consent, nor may they coerce a parent/guardian to do so.

Families who wish to either decline or withdraw their student from gifted services must submit a signed gifted service withdrawal form (see Appendix B) to the building principal. The principal will notify the teacher of the service and will modify the student's schedule in PowerSchool accordingly. The principal will place a copy of the form in the student's cumulative school file and provide a copy to the district's administrator for gifted education, who will, in turn, modify EMIS reporting. Once a student declines or withdraws from a gifted service for the year, they may not return to that service that same year. However, the student may participate in any service for which they are eligible the next school year.

## High School Services

At the high-school level, students self-select into advanced-level course options to engage their interests and encounter intellectual rigor. While students do not need to be identified as gifted to access the options listed below, these options are considered a gifted service *if they align with the student's area(s) of gifted identification*. Teachers of Honors and Advanced Placement courses either hold a gifted endorsement on their Ohio teaching license or participate in gifted professional development in accordance with Ohio rules. Service options include the following:

- **Honors Courses** – This is a designation given to select high school courses that are more advanced in content and go into greater depth than their traditional counterparts.
- **Advanced Placement Courses (AP)** - These are year-long, specialized high school classes using a curriculum developed by the [College Board](#). Advanced Placement courses are approximately equivalent to freshman college-level courses. Students have the potential to earn college credit based on scores from an end-of-year College Board exam.
- **College Credit Plus (CCP)** – The program is available to eligible students in grades 7 through 12. Students may apply to and enroll in college courses at participating universities while still enrolled in Bexley Schools. Students earn dual high school and college credit for these courses. Tuition and books are provided for students who maintain required performance levels. In some cases, they may

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also be considered an acceleration for participating students. Because these are true college-level courses with the expectation of previous mastery of high school content, this program is typically only appropriate for a few students in grades 9-10.

- **Credit Flexibility** – Credit flexibility is a state-created educational option that enables students to earn high school credits through non-traditional means. Examples include independent study, summer programs, online courses, and testing out. In some cases, credit flexibility may be considered an acceleration for participating students.

In addition to the formal gifted service listed above, students identified as gifted may receive support for their talents and abilities as described below. These options do not require students to be identified as gifted to participate.

*\*\*These options do not qualify as a formal gifted service per state rules. Students in the course will NOT have the service listed or related goal on a Written Education Plan.*

- **Allied Arts Electives** – These courses in art, music, band, choir, orchestra, and others are opportunities for students with talents in the visual or performing arts to pursue that passion and further develop their skills.
- **Design and Technology Electives** – These courses provide students with an opportunity to utilize creative problem-solving skills to design a real-world solution. This option may spark interest and develop skills of students who are identified as gifted in superior cognitive ability, creative thinking, science, or social studies.
- **Foreign Language Courses** – These courses in Latin, French, or Spanish can provide challenging learning experiences for students who are identified as gifted in superior cognitive ability, reading, or social studies.
- **Extracurricular Activities** – Schools may offer after school activities, such as theater arts, student council, book clubs, social action programs, or other specialized groups. These programs may serve as opportunities for learners identified as gifted to explore areas of interest, try new things, connect with students who have similar interests, or develop their leadership skills. Students should reach out to their principal or school counselor for information about opportunities.

Students and families should refer to the high school curriculum guide for information about specific course availability and scheduling procedures. Students are strongly encouraged to talk with their school counselor about accessing opportunities, including formal service options listed above and optional elective courses, most in line with their interests and academic goals.

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## Choosing Among Advanced High School Options

High school students have a plethora of options, as described above, to customize their learning path. It can be overwhelming at times to decide which options are the best fit. It is important to remember that a student identified as gifted does not need to utilize ALL of gifted services or classes to get a great education. The “best” option or combination of options will be different for each learner.

Below is a chart outlining the specifics of multiple opportunities a high school student might pursue. This is helpful when weighing the various choices. Information about accessing the [Eastland-Fairfield Career Center](#) is included. Although not a gifted service, it may be a good fit for learners who are identified as gifted and have specialized interests.

	<b>Honors Courses</b>	<b>Advanced Placement</b>	<b>College Credit Plus</b>	<b>Credit Flexibility</b>	<b>Career Center</b>
<i>Typical length of course</i>	Full year	Full year	Semester (half year)	Varies	1-2 years
<i>Development of curriculum</i>	Created by Bexley staff based on state and national standards	Created by College Board, a national organization, to emulate typical first year level university courses	Created by individual universities/ instructors	Outlined by student in alignment with course syllabus for typical course	Created by Eastland-Fairfield Career Center (EFCC) based on various state and national credentials and certifications.
<i>Typical instructor</i>	High school staff member	High school staff member	University instructor	No direct instruction – supervised/ evaluated by highschool staff member	EFCC staff member or industry professional
<i>Training/ certification of instructor</i>	Ohio teaching license, Gifted & Talented professional development	Ohio teaching license, Advanced Placement training, Gifted & Talented	Graduate degree in content area	N/A	Ohio teaching license, industry credentials

		professional development			
<i>Enrollment process</i>	Schedule with school counselor	Schedule with school counselor	Participate in CCP counseling by March 31, letter of intent to school counselor by April 1, follow university application and registration process and timelines	Submit documentation in FormStack. Deadlines vary per semester. See school counselor for details.	Apply online at the EFCC website beginning in December of sophomore year
<i>Prerequisites for enrollment</i>	Interest and/or advanced academic skills	Interest and/or advanced academic skills	Acceptable score. on college readiness. test designated by college, university acceptance	Preparation of required plan, approval of department	Sophomore, full junior status when courses begin, minimum 4 credits earned toward graduation by fall of sophomore year, competitive GPA, attendance rate >90%, limited discipline history
<i>Location of course</i>	High school	High school	University campus or online	Student's choice	Eastland-Fairfield Career Center or satellite campus
<i>How credit is awarded</i>	High school credit based on successful completion of course	High school credit based on successful completion of course, possible	High school and college credit based on successful completion of course	High school credit based on fulfilling criteria set in individual plan, no	High school credit based on successful completion of course, college credit may be

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		college credit based on score of 3 or greater on official end of course AP exam		college credit available	available for specific courses (see EFCC for details)
<i>Impact on high school transcript</i>	Listed with grade and credit hours awarded, extra value for high grades, impacts high school GPA	Listed with grade and credit hours awarded, extra value for high grades, impacts high school GPA	Listed with grade and credit hours awarded, extra value for high grades, impacts high school GPA	Listed with grade and credit hours awarded, impacts high school GPA	Listed with grade and credit hours awarded, impacts high school GPA
<i>Impact on college transcript</i>	N/A	Listed with credit hours if test passed, no impact on college GPA	Listed with grade and credit hours awarded, impacts college GPA	N/A	Varies by course if college credit is available (see EFCC for details)
<i>Transferability of credit</i>	N/A	Credit accepted at all state universities and many public/private universities nationally	Most credits from public universities accepted at all state public universities; others vary at discretion of receiving college	N/A	Varies by course if college credit is available (see EFCC for details)

Below are some questions to guide planning.

- ***Does the student have a career goal in mind? If so, what area(s) of study is considered?***
  - *Implications* – A student with a vague idea of what to study may want to consider educational settings that offer exposure to a range of content matter. Advanced coursework should aim to prepare for and/or complete first-year level prerequisites that would apply to a variety of majors. A student with a very specific idea of future pursuits may want to try out courses that align to that field of study to ensure that is really what will satisfy him/her as a career field in the future.



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- ***What type of high school experience does the student envision? Consider the academic, social, and extracurricular experiences desired.***
    - *Implications* – A student desiring a more traditional high school experience may want to focus on opportunities offered onsite at the high school or online in order to remain at the school location and maximize involvement in school activities. A student with a strong desire to make the most of multiple athletics or other extracurricular options will want to consider those things when scheduling advanced course options. If the student is focused primarily on academics and nurtures friendships primarily outside of the school setting, then off-site options may be more reasonable.
  - ***How does each option align to the student's academic skills and need for challenge?***
    - *Implications* – Students who are identified as gifted do not possess a universal readiness for all advanced courses. Every student has their own profile of strengths and weaknesses. Additionally, not all advanced courses have the same level of rigor built in. Students who are particularly strong in a subject area may find the thinking skills embedded in AP courses more aligned to their readiness and learning needs than an entry-level college course. Other students with passion in a very specific domain may find CCP courses or a career pathway offer the best options aligned to that interest. Similarly, students may need advanced course options for some subjects in their area of strength and traditional high school courses for those subjects in which the student may not be as advanced.
  - ***Does the student have a future college or other school in mind? If so, what are their policies for transfer credit?***
    - *Implications* – The State of Ohio requires publicly funded state universities and colleges to accept credit earned with qualifying scores on AP tests or earned through CCP. However, the same does not apply to private colleges or out-of-state schools. Be sure to check with admissions offices of schools of interest to see what types of credit they accept for transfer and the ability of those credits to count toward degree requirements. (Some schools will accept the credits as electives, but not count them toward a degree.)
  - ***What is the student's level of maturity and independence?***
  - *Implications* – A student who needs more direction and guidance will likely benefit from options offered within the middle or high school as opposed to those
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off-site. Also consider the length of courses (semester versus year-long) in terms of timeframe for mastering content and gaining teacher support. Students who are independent problem-solvers and are able to manage their work and time efficiently may be successful with programs that are not embedded within the school.

- ***What is the parent/guardian's desired level of involvement?***
  - *Implications* – Family members who want to be more involved in their child's academic pursuits and have interactions with instructors may be more comfortable in traditional educational settings than in off-site programs or those managed by universities.
- ***Is the student expecting to participate in college athletics in the future?***
  - *Implications* – Students can earn college credit as high schoolers and still engage in collegiate sports, but the number of credits may impact eligibility throughout the college years. Families will need to weigh the need for advanced coursework against the likelihood and importance of collegiate athletics.
- ***If the goal is to earn college credit early, what is the plan for the "bought time" during the college years?***
  - *Implications* – Utilizing college-credit-bearing options should have a purpose for the future, as well as meet a present need. Maybe the goal is to get pre-requisites out of the way to allow time for a student with many interests to explore different majors within the traditional four-year time span. Maybe the goal is to finish an undergraduate degree early to move on to graduate school. If there is no plan, consider what options may be realistic following an early college graduation given the student's age and maturity.

Things to keep in mind:

- What is right for one student may not be the right thing for another. This applies to siblings, friends, neighbors, and the "I heard about someone who...."
- Just because something IS an option doesn't mean it is the right option. Some students will benefit more from utilizing one as opposed to trying to use it all.
- There are always tradeoffs to any choice made, as it is not possible to choose everything and have it all work together perfectly. Consider the non-negotiables and determine what the student and family are willing to give up in order to gain the benefits of a different option.

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## Service Withdrawal

High school students indirectly opt into gifted services when they establish their schedules with their school counselor. Students who do not take Honors, Advanced Placement, or College Credit Plus courses in an area of gifted identification are, by default, declining service in that area.

Students may withdraw from a course considered a gifted service in accordance with the high school course-drop policies and timelines. Families are strongly encouraged to work with the teacher attached to that gifted service, the building principal, and any other relevant staff to develop a plan of support and intervention for the student prior to withdrawal. Educators may share concerns about student performance in the class/service. However, educators may not remove a student from gifted services without parent/guardian consent, nor may they coerce a parent/guardian to do so. Families who wish to withdraw their student from a gifted service course should work with the school counselor. The school counselor will then notify the district's administrator for gifted education, who will, in turn, modify any EMIS reporting.

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## Written Education Plans

Written Education Plans (WEP) are created for students receiving formal, state-recognized gifted services as described previously. These plans are created by teachers with student input each fall and distributed to parents/guardians around the end of the first quarter, either during conferences or by email. Each plan includes the type of service provided, the area of gifted identification served, plus one or two goals related to the area of gifted identification and the type of service provided. When possible, students also create a goal to include in their plan. The plan also lists how progress will be measured. Progress is reported at the end of each semester via paper or electronic means.

Even though all students identified as gifted receive a level of differentiated support from their classroom teachers, state rules do not allow for WEPs for students who are not in a formal service program described above.

Additionally, WEPs written for students with multiple areas of gifted identification will only include goals and progress measures for gifted identification areas specifically aligned to the service provided. For example, a 4th grader who is identified as gifted in superior cognitive ability and math will only have goals for superior cognitive ability on the WEP as part of the CogELA service; math would not be on the WEP since formal gifted services are not provided.

In another example, a high school student may be identified as gifted in reading and social studies and is taking Honors ELA, AP Biology, Honors Algebra 2, and traditional U.S. History. Only the Honors ELA class will be on that student's WEP since the student is not identified as gifted in science or math. There will not be a goal for social studies since the student is not in an honors or AP social studies class.

## Support for All Students

All students identified as gifted, regardless of grade level or area of gifted identification, are supported in the general education classroom. Teachers differentiate instruction based upon student readiness and interest. Research on the effectiveness of differentiation shows this method benefits a wide range of students, including those who have high ability or are advanced. Some examples of differentiated instruction include:

- Using pre-assessment before a lesson or unit to determine student readiness and adjusting lessons to meet student needs.
- Grouping students by shared interest, topic, or ability for assignments.
- Providing opportunities for students to have greater depth of learning or acceleration when mastery of concepts and procedures is demonstrated.
- Providing modified or alternative learning tasks or assignments.

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- Providing students with choice to allow exploration of topics of interest or to search for new information related to topics not studied.
  - Facilitating creation of original productions that engage creative thinking and design processes.

Gifted Intervention Specialists may provide consultative services and collaborations with general education teachers during grade level and department meetings, or they may periodically go into a classroom to provide support. Additionally, gifted intervention specialists at the elementary level may meet with small groups for specific learning tasks or enrichment activities.

*\*\*These extra “pull out” opportunities are not considered a formal gifted service and will not be scheduled on a regular basis.*

## Suggested Classroom Differentiation Strategies

The following are strategies teachers may consider using when working with students of varying degrees of ability within their classrooms. The philosophy behind differentiation is that all students, regardless of their current levels of knowledge and skills, are entitled to learn while at school. Differentiation is not giving students more of the same work or enriched tasks to complete after doing all the “regular” work. Rather, it is ensuring each student has lessons and assignments appropriate to their readiness and meaningful to them as a learner. The strategies below are a starting point for that work.

### Pre-Assessment

Pre-assessment can be a formal tool, such as a quiz or pre-test created by the teacher or pulled from a curriculum resource, or may take the shape of a more open-ended task, such as a journal prompt, entrance ticket, or graphic organizer. Pre-assessments should allow for students to individually show what they already know about an upcoming area of instruction, and they should occur early enough to allow a teacher time to adjust lesson plans in response to the data gathered.

A teacher might find students lack prerequisite knowledge for an upcoming lesson and need a refresher or may find that the majority of the class already has learned a planned topic, and it can be passed over for other new material or extended more deeply than originally planned. Or, the teacher may find most of the class is where expected, but one or two students have previously learned a large chunk of upcoming content and may need an alternative.

It is important to keep in mind that students will be ahead, on track, or behind in different lessons or subject areas throughout the year. It is also important to recognize that some outcomes from pre-assessments may require modifications to lessons for the entire class AND additional modifications for specific students. The key is to maintain flexible thinking throughout the process.

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## Flexible Grouping

Teachers incorporate learning activities throughout their lessons that students complete individually, in pairs, or in small groups. Flexible grouping is a deliberate inclusion of a variety of grouping arrangements that can most support individual learning, while also enabling students to interact with others with a range of personalities and abilities.

There are times when grouping students by their ability or readiness for the task makes the most sense. This allows advanced students to challenge each other and approach the learning task in a deep way without putting them in the position where they feel they must do all the work, serve as a peer tutor, or overshadow students who may not be at the same point in their learning. This type of grouping is most valuable for tasks involving processing new academic content, applying specific skills, or going beyond the main focus of the lesson.

Grouping by student interest is useful when students are exploring a subset of the main lesson topic or when they are developing a group project. Mixed-ability grouping is valuable during tasks designed to build community or spur creative thinking.

Finally, it is always motivating for many students to have opportunities to choose their groups or choose if they want to work in a group or independently, although such situations should be monitored to ensure a student is not intentionally left out by classmates. By mixing the formats and group configurations, teachers can maximize the value of the group during instruction.

## Tiered Lessons

It is rare, if not non-existent, to have a situation where all students are at the same readiness level for a lesson or will get the most out of a lesson by approaching it in the same manner. Tiered lessons anticipate that variety in a classroom and establish opportunities that align to the needs of all students without individualizing every task for every child.

In a tiered lesson, a teacher might vary the resources used in class (e.g., books or articles used to provide information), the manner in which instruction is provided (e.g. small group targeted skill lesson from teacher, brief video tutorial, or large group overview), or the independent learning tasks where students practice or apply their learning (e.g., a writing prompt with two or three different sets of directions based on the tier). Teachers select one aspect of the lesson to tier, although two aspects can be manageable.

Teachers may choose to have two or three tiers, with the middle tier set to the grade-level standard at a minimum, or, if a class is more advanced overall, the middle learning point for the group.

The bottom tier should always be the grade-level standards and may include additional supports and scaffolds to help students reach the standard. The upper tier should extend beyond the grade-level standard in a way that incorporates abstract thinking, application

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of learning, specialization within the lesson topic, or another advanced approach. When planning, it is recommended to begin with the most advanced tier and then work backward, as it is easier to adjust lessons to include more support than it is to start with a lower level and try to extend or enrich from there. It is important to include critical thinking skills, such as evaluation, synthesis, and analysis, in all tier levels. Additionally, all levels should have engaging, high-interest tasks. While tiering by readiness is most common, it is also possible to tier by preferred learning modality or interest.

## Most Difficult First

This strategy is a simple means of compacting learning for students who have previously mastered a skill. This strategy is most effective with skill-based lessons, such as those found all throughout math or other topics within subjects, such as grammar, vocabulary roots, or balancing chemical equations.

To implement this strategy, a teacher would look at a practice exercise to be given to students and identify the most difficult items on the assignment. If a sheet has 20 items, for example, the teacher might select the 4 or 5 most difficult and note them with an \* or other marks. Students may then choose to do the entire task or just the most difficult items first. If they opt for the most difficult and get a predetermined number correct, then they are excused from the rest of the assignment.

The idea is that they would have been competent on all the tasks if they were successful on the most difficult. If they were not successful on most or all of the most difficult, then they complete the rest of the assignment. Students have nothing to lose either way, as they are not penalized if they try but are not successful.

For those who already know the material, it honors that prior knowledge and time. Those students can either be provided an alternate learning task or given a brief amount of free time to read, draw, or work on something else quietly while classmates finish the task. This is also a great strategy for homework.

## Choice Boards

One of the greatest motivators for students is introducing an element of choice. This can be done in simple ways, such as allowing for a choice in independent reading or project topic or format. It can be more structured, such as presenting two or three planned alternatives. Or, it can be more elaborate using a menu of options for students to apply and demonstrate learning. If using a menu, there should be time spent teaching students how to navigate the menu and manage their work time and space. Additionally, all tasks should be carefully crafted to align to the intended standards and promote high levels of thinking or creativity. (A choice board of low-level tasks is not valuable differentiation.).

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# Academic Acceleration

## Overview

Academic acceleration is a formal process of a student skipping a grade level in either one subject area or all subject areas. There is extensive research on the academic and social-emotional implications of this practice, much of which is summarized in the [Acceleration Institute at the Belin-Blank Center's \*A Nation Deceived\* and \*A Nation Empowered\*](#). In general, research has shown acceleration to be a highly effective academic intervention free of negative social-emotional outcomes and even spurring some positive social-emotional benefits for students who are properly screened and placed in accordance with specific criteria as outlined in the research.

In 2005, the State of Ohio required all districts to adopt an acceleration policy that parallels the state's model policy. This policy outlines the types of acceleration, the timeline and steps of the evaluation process, and the team responsible for making the decision.

The acceleration process involves cognitive and above grade-level achievement testing, and review of academic, developmental, and social-emotional data by an acceleration committee that includes the student's principal, current teacher(s), potential teacher(s), gifted specialist, parent/guardian, and any other relevant support specialists. The committee uses testing results and other collected data to inform its decision to accelerate or not accelerate a student.

Acceleration is an option for any student who demonstrates readiness, regardless of whether the student has been identified as gifted, and whose needs cannot be met within available grade-level options.

Due to Bexley's high rate of gifted identification, teachers extend and enrich their typical grade-level instruction to meet the needs of their students identified as gifted. As such, acceleration typically is only necessary for students who consistently score significantly above the norm in comparison to both national and local norms. For students who are identified as gifted and are in need of such a placement, academic acceleration may be considered a form of gifted service per state rules.

Ohio policy defines four types of acceleration:

- **Early Entrance to Kindergarten or First Grade** - This is the practice of admitting a student to kindergarten who is not at the age when students are admitted to kindergarten or placing a student in 1st grade who has not completed a kindergarten program. This option is for students who show significant cognitive and academic advancement for their age, not simply "kindergarten readiness."
- **Subject Area** - This is the practice of assigning a student to a higher grade-level course than is part of the typical academic transition. An example would be a



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student in 3rd grade who attends 4th-grade math. Students must be able to demonstrate knowledge of content and skills for the content to be skipped as a result of the acceleration. Although this is an option for any core subject area (reading, math, science, and social studies), it is most commonly done in mathematics due to the nature of each of the disciplines. And the potential for each to be enriched within the on-grade level classroom.

- **Whole Grade** - This is the practice of assigning a student to a higher grade-level across all subject areas than is typical given the student's age for the purpose of providing access to appropriately challenging learning opportunities. This acceleration results in an earlier graduation from high school and matriculation with peers who may be older with a different level of maturity. Although this type of acceleration can be done at any grade level, it is most effective in younger grades to allow for early sustained engagement and assimilation into the new group of classmates.
- **Early High School Graduation** - This is the practice of skipping coursework to complete the high school program in less than four years for the purpose of providing earlier than typical access to post-secondary education opportunities. This option is available, but rarely used. More commonly used options include early graduation due to early completion of required credits or taking advantage of College Credit Plus in lieu of early graduation.

## Acceleration Referral and Assessment Process

Parents/guardians, teachers, or students can submit referrals for acceleration for a subject area, whole grade, or early graduation. Referrals should be made by submitting the *Referral for Acceleration* and *Authorization to Assess* forms (see Appendix B) to the principal by November 1 for potential acceleration at the start of the second semester or by March 31 for potential acceleration at the start of the next school year. Referrals received after these windows may not be processed until the next referral window.

Once the forms are received by the principal, they are sent to the district administrator responsible for gifted education. That administrator will schedule appropriate testing, which may include a cognitive assessment and an achievement test that tests two grade levels above the student's current grade level.

The student will be tested in the subject to be accelerated if the referral is for a subject acceleration. If it is a whole-grade referral, then the student will be tested in all four core subject areas. The achievement test will be normed for the student's current grade level and two grade levels above. The scores from these assessments are then placed on the acceleration tool appropriate for the type of acceleration considered.

For whole-grade accelerations, early entrance, and early graduation, the district uses the *Iowa Acceleration Scale*, a research-based tool approved by the Ohio Department of Education for this purpose. In alignment with the critical measures on this instrument,

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students must have a minimum cognitive score of 115 and a combination of achievement scores to meet a minimum threshold to continue within the evaluation process. Those achievement scores are, on average, at the 90th percentile or higher compared to grade-level peers and at the 50-75th percentile when normed two grade levels above.

For subject accelerations, the district uses a placement tool developed by the Gifted Coordinators of Central Ohio. This tool is widely used throughout the region and has been shown to predict success in subject-acceleration placements. In alignment with the critical measures on this instrument, students must have a minimum cognitive score of 110 and achievement scores, on average, at the 90th percentile or higher compared to grade-level peers and 60-75th percentile when normed two grade levels above.

If the referred student meets the minimum ability and achievement criteria during testing, then the principal will call an acceleration evaluation committee to conduct further review. This team consists of the student's principal, current teacher(s), potential teacher(s), gifted specialist, parent/guardian, and any other relevant support specialists. The team reviews the assessment data to look for patterns of strengths and needs. They also complete rubrics or survey items to assess the student's developmental, social, and emotional maturity. This data is summarized using score tables embedded in the instruments to generate a placement recommendation. The committee makes the final placement determination in light of the tool recommendation and other pertinent factors. The decision is made by consensus of all committee members; in the event consensus cannot be reached, the decision is made by a majority vote.

## Students New to Bexley

If a student new to Bexley Schools was previously accelerated and participated in an accelerated placement in a previous district, then the student will be placed in a class comparable to the student's previous class. The district must receive verification of such accelerative placement as indicated in a previous Written Acceleration Plan, grade card, and/or transcript. Verbal or written informal communication with parents/guardians or prior school staff is not sufficient documentation.

If the accelerated placement was in a course not directly comparable to an equivalent course in BCS, then a course syllabus may be requested from the previous school in order to confirm alignment and continued placement. Students who enroll in Bexley Schools before beginning an accelerated placement must be evaluated by Bexley staff for the placement to occur here. Students who may have been recommended to begin an accelerated class in their previous school, but did not begin that course may be placed in an accelerated program in Bexley Schools following an evaluation by BCS gifted staff using the same criteria as other Bexley students for placement in such course progressions. Data provided from the previous district may be used in the evaluation as part, but not all, of the student profile during the placement determination.

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Similarly, Bexley Schools cannot conduct any type of acceleration placement evaluations for another school or district for students who may leave the district. In all cases when a student new to the district previously participated in or was recommended for placement in an accelerated course pathway, documentation shall be provided to the district administrator responsible for gifted education for review and determination of next steps.

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## Early Entrance to Kindergarten and First Grade

Students in the district must be five years old on or before August 1 in order to be enrolled in kindergarten for the new school year. Students must also successfully complete a credentialed kindergarten program before entering 1st grade. However, there are times when a child may be best served entering school earlier than typical.

School-entrance ages and birthdates are established by the state based on research about immediate school readiness and long-term academic and social outcomes experienced by most children. As such, early entrance is not intended to be an exception for children who are typically developing, but miss the date by a few weeks, days, or even hours. Rather, early entrance is for children who are significantly advanced cognitively and academically.

Parents/guardians may refer a child for evaluation if the child will turn 5 between August 2 and December 31 (or 6 if applying to 1st grade). If the child's birthday is between January 1 and August 1, then the referral must come from a pediatrician, psychologist, or licensed Ohio educator with knowledge of the child's cognitive and academic development. Parents/guardians must submit an application to the principal of their area school by March 31 for fall placement or November 1 for January placement. Applications after this date may not be accepted. The referral form is available on the [district website](#).

Once the referral and authorization-to-assess forms are received by the principal, they are sent on to the district administrator responsible for gifted education. The administrator will schedule any necessary testing. This testing will begin with a brief cognitive screening. If the student earns a score of 112 or higher, then they will be scheduled for additional assessment by the school psychologist. If the student does not score 112 or higher, then the process will end and the student will not be able to enter school early.

For those who continue to the next step of an evaluation, the child will meet with the school psychologist for further testing, including a cognitive assessment and an achievement test of reading, writing, math, and general knowledge. The cognitive assessment will be normed based on the child's age, and the achievement test will be normed for the student's age and two years above.

The scores from these assessments are placed on the *Iowa Acceleration Scale*, a research-based tool approved by the Ohio Department of Education for this purpose. In alignment with the critical measures on this instrument, students must have a minimum cognitive score of 115 and a combination of achievement scores to meet a minimum threshold to continue on in the process. Those achievement scores are, on average, at the 90th percentile or higher compared to age-mates and 50-75th percentile when normed two years above.

If the referred child meets the minimum ability and achievement criteria during testing, then the principal will call an acceleration evaluation committee to conduct further

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review. This team consists of the student's principal, potential teacher(s), gifted specialist, parent/guardian, and any other relevant support specialists. The team reviews the assessment data to look for patterns of strengths and needs. They also complete rubrics or survey items to assess the student's developmental, social, and emotional maturity. This data is summarized using score tables embedded in the instruments to generate a placement recommendation. The committee makes the final placement determination in light of the tool recommendation and other pertinent factors. The decision is made by consensus of all committee members; in the event consensus cannot be reached, the decision is made by a majority vote.

## Acceleration Evaluation Committee Meeting

If the referred student meets the minimum ability and achievement criteria during testing, the principal will call an acceleration evaluation committee to conduct further review. This team consists of the student's principal, current teacher(s), potential teacher(s), gifted specialist, parent/guardian, and any other relevant support specialists. The team reviews the assessment data to look for patterns of strengths and needs. They also complete rubrics or survey items to assess the student's developmental, social, and emotional maturity. This data is summarized using score tables embedded in the instruments to generate a placement recommendation. The committee makes the final placement determination in light of the tool recommendation and other pertinent factors. The decision is made by consensus of all committee members; in the event consensus cannot be reached, the decision is made by a majority vote.

Below is an outline of an Acceleration Evaluation Committee meeting agenda:

- Welcome and Introductions – Principal
- Overview of Assessment Results with Discussion – District administrator responsible for gifted education
- Review or Completion of Developmental and Social-Emotional Rubric Items with Discussion - District administrator responsible for gifted education
- Summary of Recommendation Based on Evaluation Tool - District administrator responsible for gifted education
- Discussion of Overall Outcomes and Considerations – Principal
- Decision by Consensus or Vote – Principal
- If decision is to accelerate:
  - Brainstorm Steps for Written Acceleration Plan - District administrator responsible for gifted education
  - Develop a Written Acceleration Plan - District administrator responsible for gifted education
- If decision is not to accelerate:

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- Brainstorm Steps for Classroom Supports - Principal

Questions to consider during a discussion:

- What is the student's overall knowledge and skill base for the area(s) considered for acceleration? Is there both depth and breadth of knowledge?
- Where is the student's learning level in comparison to classmates? Is the student significantly ahead of classmates or is there a similar-ability peer group within the class?
- What strategies have been used prior to the referral to align curriculum and instruction to student needs? How effective have those strategies been? What is the evidence to support those conclusions?
- Are there other strategies within the current grade-level classroom that could meet needs better than an acceleration?
- If an acceleration were to occur, are there specific gaps in knowledge that are present or could develop? If so, are the gaps in areas that would create a significant roadblock to success or just a minor obstacle easily overcome? What strategies could help fill those gaps before or during an acceleration?
- Does the student have the personal skills needed to be successful in an acceleration? What personal traits will help the student adapt or may create a challenge for the student?

Post-meeting tasks if student is accelerated:

- Adjust Schedule – Principal and Secretary
- Write and Distribute WAP - District administrator responsible for gifted education
- Enter EMIS Codes in PowerSchool - District administrator responsible for gifted education
- Confirm Success of Placement or Reconvene AEC to Reevaluate - Principal

## Special Acceleration Options

There are a few programs at the middle and high school level that do not utilize the acceleration process described above, but are considered an acceleration in accordance with state definitions.

### Compacted Math (Middle School)

This is a sequence of middle school math courses that compacts three years of math (Math 6, Math 7, and Math 8) into two years during grades 6 and 7. Students then go on to take Honors Algebra I in 8th grade, thus opening space in the high school years for higher-level math courses. While students do not need to be identified as gifted to enroll, provided they meet other eligibility criteria, these courses are considered a gifted service

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for students identified as in the subject area of the course. The sequence is also considered a subject acceleration for all students during the second year. To be placed in this program, students must have either a 1-year or 2-year average score at or above the 85th percentile on the MAP math test. Students and families will be automatically notified in the spring of 5th grade if eligible for this course sequence.

### Credit Flexibility (High School)

Credit flexibility is a state-created educational option that enables students to earn high school credits through non-traditional means. Examples include independent study, summer programs, online courses, and testing out. In some cases, credit flexibility may be considered an acceleration for participating students depending on the courses skipped.

### College Credit Plus (Middle and High School)

This program is available to eligible students in grades 7 through 12. Students may apply to and enroll in college courses at participating universities while still enrolled in Bexley City Schools. Students earn dual high school and college credit for these courses. Tuition and books are provided for students who maintain required performance levels. In some cases, they may also be considered an acceleration for participating students depending on the courses taken. Because these are true college-level courses with the expectation of previous mastery of high school content, this program is typically only appropriate for a very small number of students in grades 7-10. Please weigh all options carefully when considering College Credit Plus.

### Written Acceleration Plans

Written Acceleration Plans (WAP) are created for students who are accelerated in any manner described in this section. The WAP is a one-time document created at the time of the acceleration decision to outline the transition plan as the student skips from one grade to another. The plan notes the type of acceleration and timing of the new placement. It also includes any student support and logistical arrangements that will facilitate a smooth transition and will specify a timeframe of a trial period and criteria for determining if the transition is successful. At the end of the transition period, the acceleration evaluation team will either make the placement permanent, reverse the acceleration without penalty to the student, or modify support for the student. A copy of the WAP is provided to the receiving teacher(s), parent/guardian, and principal and is placed in the student's cumulative school record.

### State Testing of Accelerated Students

The WAP also includes documentation of any adjustments to state testing participation due to the acceleration. In general, students will participate in any state tests (OST)

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administered in the grade level/content area of instruction. Students who are whole-grade accelerated will be tested with their new grade-level group. Students who are subject-accelerated will be tested at their typical grade level for all subjects except the accelerated subject; the accelerated subject will be tested at the higher grade level. A 2nd-grade student subject-accelerated into a 3rd-grade class shall take the 3rd-grade OST for that area; the student must also meet the Third Grade Reading Guarantee if accelerated in reading.

This pattern of testing generally applies to high school end-of-course exams taken by accelerated middle and high school students as well, including those utilizing College Credit Plus. There may be exceptions depending on federal guidelines and testing waivers in place at the time of testing. For example, middle school students taking a reading, math, or science high school course for which there is no end-of-course exam must take the content-area test for their overall grade level, even if taken in previous years.

## Reversal of Acceleration Placements

Because of the careful process used for determining acceleration placements, the vast majority of accelerated students are successful in both the short and long term. However, there is a rare occasion when a student struggles more than expected. All new acceleration placements include a six- to nine-week trial period to give the student time to adjust to the new placement. If the student does not do well academically or emotionally, then the placement may be reversed without penalty to the student or any negative consequence on the student's academic record.

However, after that trial period, the placement becomes permanent. Any reversal of the acceleration after that point, whether it is at the end of the first year or in a future year, is documented as a retention in that subject or grade level. This option should only be considered if the student is failing the accelerated course(s) or if the student is experiencing significant social-emotional issues directly related to the acceleration placement.

Behavior or social-emotional concerns that would likely be present, regardless of grade-level placement, should not be grounds for reversing an acceleration. Decisions to retain a student who has been accelerated should be made collaboratively between teacher, principal, and parent and should be carefully documented in writing. The documentation should be included in the student's cumulative file and provided to the district administrator responsible for gifted education.



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# Twice Exceptionality

## Introduction

The term, *twice exceptional*, or *2e*, may be used when referring to a student who is identified as both gifted and having a disability OR is identified as both gifted and is an English Learner. Identification of students who are twice exceptional can be challenging, as often one exceptionality may mask the other, especially in the primary grades.

For example, verbal skills of a child identified as cognitively gifted may temporarily mask a reading disability while the reading disability limits the student's ability to demonstrate gifted identification on an approved test. Or, an English Learner may not have developed adequate English-language skills to demonstrate gifted identification on some assessments, but the gifted identification prompts rapid language development that may lead to prematurely removing language supports. Bright students with inconsistent skills or abilities may potentially be twice exceptional. Students who are twice exceptional may need multiple types of support to both address areas of limitation and build upon student strengths.

## Gifted Identification

Students who are twice exceptional may not be prevented from being identified as gifted if they meet state criteria. Districts are required to review tests, procedures, and environments for biases that may prevent underrepresented students from demonstrating their areas of gifted identification. The district makes conscious decisions to select the most appropriate tests to determine a student's abilities based on state guidelines and recent research.

Practices include frequent whole-grade screening in grades 2 through 11, use of cognitive tests that are current with research to support use with students with varying degrees of English proficiency, use of cognitive subscale scores where allowed by state rule, and collaboration with the Special Education staff to review Evaluation Team Report outcomes of students who may be twice exceptional.

Students with a disability and receiving special education services documented in an Individualized Education Plan (IEP) or accommodations via 504 plan shall not be denied gifted identification due to disability. However, it is important to note that special education and gifted education are governed by different laws and procedures, and gifted identification and service placement does not work the same way as with special education. Students with disabilities will be identified as gifted in the same manner as other students as described in this handbook.

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## Gifted Services

Students who are twice exceptional may not be prevented from accessing gifted services for which they are eligible. Districts are required to ensure all eligible students have access to available gifted services outlined in the district's gifted service plan. To foster equal access for English Learners and students with disabilities who are also identified as gifted, elementary and middle school students will automatically be placed in gifted services for which they are eligible. High school students will receive notifications of service eligibility to encourage enrollment in appropriately challenging classes.

Students with a disability and receiving special education services documented in an Individualized Education Plan (IEP) or accommodations via 504 plan shall not be denied gifted services due to disability. However, it is important to note that special education and gifted education are governed by different laws and procedures, and gifted identification and service placement does not work the same way as placement in special education.

Gifted identification may be considered when developing IEP goals or determining IEP or 504 accommodations. However, gifted services **shall not** be included in IEP or 504 plans. Students with disabilities who are identified as gifted will be placed in gifted services in the same manner as other students and described in this handbook.

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# Students New to Bexley

## Gifted Identification

Families enrolling a student identified as gifted in Bexley City Schools are asked to provide evidence of gifted identification, such as an identification letter or test-score history. The district's enrollment form also asks about previous gifted identification or service, which will prompt a records request by the administrator responsible for gifted education.

If a student has been identified as gifted by another Ohio public school district, Bexley City Schools will honor the student's gifted identification(s) in accordance with Ohio law. For students coming from out of state or an Ohio private or charter school, the district will review past test scores. Students will be identified as gifted if a qualifying score was achieved in the past 24 months on a test from Ohio's approved list of assessments. Students without qualifying scores will be evaluated by the district within 90 days of enrollment at the request of parents/guardians.

## Gifted Services

Gifted identification criteria are set by Ohio law and consistent across all Ohio public schools. However, gifted services vary district to district in terms of areas and grade levels served and the format of services. Students who were in gifted services in a previous district may or may not be eligible for services within Bexley City Schools. Students new to Bexley City Schools will first have their gifted identification verified as outlined in the previous section. Once identification is confirmed, the student will immediately be offered placement for any Bexley gifted services for which they are eligible in accordance with the criteria outlined in the district's service plan. Students who were in Advanced Placement or Honors classes in their previous high school may automatically schedule the same classes upon enrollment at Bexley High School, regardless of gifted identification.

## Acceleration

If a student new to Bexley City Schools was previously accelerated and participated in an accelerated placement in a previous district, then the student will be placed in a class comparable to the student's previous class. The district must receive verification of such accelerative placement as indicated in a previous Written Acceleration Plan, grade card, and/or transcript. Verbal or written informal communication with parents/guardians or prior school staff is not sufficient documentation.

If the accelerated placement was in a course not directly comparable to an equivalent course in BCS, then a course syllabus may be requested in order to confirm alignment and continued placement. Students who enroll in Bexley City Schools before beginning

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an accelerated placement must be evaluated by Bexley City Schools for the placement to occur here. Students who were recommended to begin an accelerated class in their previous school, but did not begin that course may be placed in an accelerated program in Bexley City Schools following an evaluation by BCS gifted staff using the same criteria as other Bexley students for placement in such course progressions. Data provided from the previous district may be used in the evaluation as part, but not all, of the student profile during the placement determination.

In all cases, when a student new to the district previously participated in or was recommended for placement in an accelerated course pathway, documentation shall be provided to the district administrator responsible for gifted education for review and determination of next steps.

## Past Records Review

The school building office staff will request previous school records for students new to Bexley City Schools. Staff who receive these records should review for anything indicating possible gifted identification, service, or acceleration of the new student, even if the parent/guardian has not indicated past gifted status. Below are things to review when receiving new records.

## Standardized and Other Gifted Test Scores

Staff should specifically look for cognitive ability scores, academic achievement test scores, creativity checklist scores, and/or visual/performing arts rubric scores. These scores may be on a single gifted evaluation sheet, but, more often than not, they are in the form of copies of parent reports or the test score labels on cumulative record cards.

While there are many tests that may be useful, there are some more common than others, as listed below. Typically, staff should look for scores at or above the 95th percentile to draw attention for gifted identification.

- Cognitive Abilities Test (CogAT)
- InView Abilities Test
- Iowa Test of Basic Skills (or similar) (ITBS)
- Naglieri Nonverbal Ability Test (NNAT)
- Otis-Lennon School Ability Test (OLSAT)
- Stanford Achievement Test (SAT-10)
- Terra Nova Achievement Test

## Previous Gifted Records

Gifted records may include any of the following, depending on the state:

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- Gifted placement rubric or profile used for identification outside of Ohio
  - Written Education Plan or similar gifted service plan from the previous district
  - Report cards with classes labeled “gifted,” “GATE,” “TAG,” or another odd acronym
  - Individualized Education Plans that mention gifted identification or service.

## Evidence of Academic Acceleration

These documents may include any of the following, depending on the state:

- Written Acceleration Plan or similar plan from the previous district
- Copy of full Iowa Acceleration Scale or the score summary page
- Gifted Coordinators of Central Ohio Subject Acceleration form
- Transcript with a course taken outside of the grade level (i.e., 7th-grade transcript shows Math 8 or Integrated 1 or 4th-grade report card shows Reading/ELA 5)
- OST test, end-of-course exam results, or other state test results at a grade level above the student’s actual grade level.

**If you encounter any of the documents listed above, please immediately send a copy to the district administrator responsible for gifted education.** This is needed to generate required state EMIS reporting and to ensure accurate and timely course/service placement for the newly enrolled student.

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# Gifted Professional Development for Staff

## State Required Gifted Professional Development

The state requires teachers without a gifted-education endorsement on their licenses to have professional development that is focused on eight competencies for educating gifted learners (ODE, 2017). The competencies are as follows:

- (a) The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth challenge, creativity and abstractness;
- (b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
- (c) The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs;
- (d) The ability to understand the social and emotional needs of students who are identified as gifted and to address the impact of those needs on student learning;
- (e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are identified as gifted and create safe and culturally responsive learning environments;
- (f) The ability to use data from a variety of sources to measure and monitor the growth of students who are identified as gifted;
- (g) The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and
- (h) The ability to participate in the development of the "Written Education Plan."

Professional development for these competencies may occur during staff meetings, district professional development, attendance at local, state and national workshops and conferences, etc. To be considered as qualifying gifted-professional development, the primary focus of the training must be aligned to one or more of the eight competencies, must be specific to learners identified as gifted and gifted education, and must be led by someone with a gifted endorsement or license, graduate degree in gifted education, or a state or nationally recognized presenter in the field of gifted education.

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## Staff Requirements

Although any district staff member may participate in gifted professional development and is encouraged to do so, there are some teachers who are required by state rules to obtain a specific number of hours aligned to the competencies listed above. The gifted professional development requirement applies to any teacher who teaches a class that is considered a formal gifted service as described throughout this document. This includes elementary gifted intervention specialists, teachers of the gifted sections of middle school ELA, middle school compacted math teachers, teachers of high school honors classes, and Advanced Placement course teachers. Middle school Discovery and high school Honors/Advanced Placement art and music teachers are also strongly encouraged to participate in this professional development.

In general, teachers without a gifted endorsement must have 60-clock hours of gifted professional development across four years, including 15 hours per year, for the initial requirement. Any hours earned in the 24 months prior to “year 1” can count toward the requirement. Hours earned in excess of the 15-hour minimum during years 1-3 may roll over to the following year’s requirement. After fulfilling the initial 60-hour requirement, teachers must have ongoing professional development each year, which the district has set at 6 hours. Teachers with a gifted endorsement must have 6-clock hours annually. Annual requirements must be completed by the last school day of the academic year. If teachers skip a year, they must start again, so teachers are encouraged to maintain progress in earning hours even if not teaching a gifted-service course for a year.

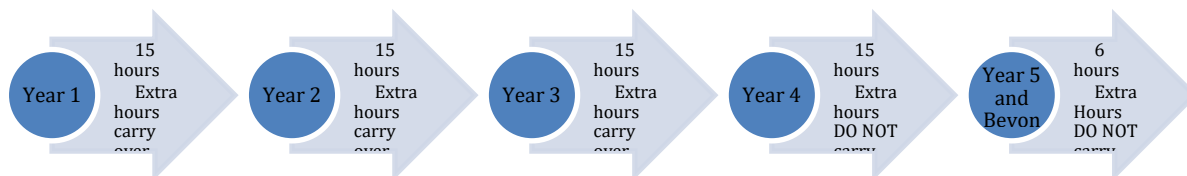
There are some time exceptions for teachers who *only* teach Advanced Placement classes and have 24 hours of training from the College Board within the past 5 years. Those exceptions do not apply to teachers who teach both AP and honors classes or whose College Board training is more than 5 years old. Below is a chart that outlines specific requirements.

<i>Who</i>	<b>General Classroom Teachers Providing Services</b>	<b>Advanced Placement Teachers WITHOUT 24 hours of AP/IB training in past 5 years OR who also teach an Honors course</b>	<b>Advanced Placement Teachers WITH 24 hours of AP/IB training in past 5 years</b>	<b>Visual/ Performing Arts Teachers Providing Services</b>	<b>Individuals with Gifted License or Gifted Endorsement on License</b>
<i>Number of Hours</i>	60 hours over 4 years, 15 hours per year, hours can roll over	60 hours over 4 years, 15 hours per year, hours can roll over	30 hours over 4 years, 7.5 hours per year, hours can roll over	0 new hours	0 new hours
<i>Competencies</i>		a, b, c, d, e, f, g, h	a, b, d, e, h	a, b, c, d, e, f, g, h	a, b, c, d, e, f, g, h

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<i>Hours Post Requirement</i>	6 hours/year	6 hours/year	6 hours/year	6 hours/year	6 hours/year

*Requirement for General Classroom Teachers and AP Teachers Without 24 hours of AP/IB Training within Past 5 Years*



*Requirement for AP Teachers With 24 hours of AP/IB Training within Past 5 Years*



## Professional Development Content and Opportunities

### Suggested Scope and Sequence

The Ohio Association for Gifted Children developed a recommended scope and sequence for professional development across four years to meet the requirements listed above. The recommended curriculum prioritized learning for teachers and builds upon knowledge and experiences from year to year. The proposed programming is aligned to both the Ohio Department of Education teacher competences and the [National Association for Gifted Children's Teacher Preparation Standards](#).

### Opportunities for Professional Development

Opportunities will be provided in the district for teachers to fulfill the requirement. Many online modules can be accessed in the special classroom designed and made available through the Canvas platform. Teachers may choose which modules they complete and work on them at their convenience.



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Additionally, special live sessions will be scheduled throughout the year. Individuals can attend other outside opportunities that meet the characteristics above. Suggestions include the annual fall and spring teacher conferences hosted by the Ohio Association for Gifted Children, courses offered through GT Ignite by Responsive Learning, special events hosted by neighboring districts or ESCs, or endorsement coursework from an Ohio university.

We strongly recommend teachers provide information about outside opportunities to the district administrator responsible for gifted education for review before registering or attending to ensure such opportunity will count toward the gifted professional development requirement. Documentation of attendance at outside events plus AP training should be provided to the district administrator responsible for gifted education for proper credit toward the requirement. Teachers should also submit documentation to the district's LPDC for consideration for credit toward license renewal, if desired.

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# State Reporting

## Annual Gifted Self-Report

Each year, districts are required to submit an annual self-report to the Ohio Department of Education. This report typically includes questions about identification and service practices, accelerations, and professional development delivered in the district. The report typically opens between late May and early June and is usually due at the end of July. When the self-report is available, the Ohio Department of Education sends email notifications to the Superintendent and the staff member listed in OEDS as the district's gifted coordinator. The form is submitted through the Compliance tool accessed via the OH|ID portal.

## EMIS

(See Appendix A for a full timeline of EMIS tasks.)

## Gifted Student Record

The Gifted Student Record is where gifted screening, assessment, identification, and service are reported. Information is stored in PowerSchool on the State Province - OH section on the Gifted tab. Large group entries are completed by the EMIS coordinator; individual entries, additional testing or identifications are added by the district administrator responsible for gifted education. Gifted screening, assessment, and service information is reset annually over the summer; identification carries over to the next year.

The first time a student is tested for gifted identification in an area within the year, the Screening box is checked. If the student is assessed a second time in the same year due to an initial score close to the cutoff, the Assessment box is checked. If a student adds an area of gifted identification, the Identification box is checked, and the date is entered using a YYYYMM format. If it is the first time a student has been identified in any area, the "Student is Gifted" box is checked. Finally, if the student is placed in gifted services reported to the state and guided by a WEP, then the Service and "Student is Served" boxes are checked.

## Gifted Course Student Population Codes

Courses that are full gifted classes taught by a gifted intervention specialist have the attached Student Population code modified to GE. These codes are entered by the EMIS Coordinator when the master schedule is created for the upcoming school year. This is currently only done with the elementary CogELA courses taught by the gifted intervention specialists.

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## Gifted Service Program Codes

Students who take courses that qualify as gifted services, other than gifted courses with the GE student population code as described above, receive a program code to report the type of service provided. These codes are applicable for the current year only. The code is entered in PowerSchool by accessing the Special Programs tab. When a new code is added, enter the program number, the date the program/service begins (typically the first day of school or day a student newly enters a service if mid-year) and the date the service will end (typically the last day of school or date of service withdrawal if a parent/guardian removes a student from services.).

In the event a 206XXX code is used, information about the gifted specialist providing the service is also entered. A code is reported once per year for each type service in which the student is enrolled. If a student is taking more than one course of the same type of service, the code is only reported once (i.e., AP Calculus and AP Literature and Language).

A full list of codes can be found on the [Ohio Department of Education website](#). Codes most frequently used in Bexley include:

- 205050 Regular Classroom with Grade Acceleration
- 205052 Regular Classroom with Subject Acceleration (for subject accelerations and Math 7/8)
- 205055 Regular Classroom with Early Entrance to Kindergarten or First Grade Students
- 205065 Advanced Placement (AP) Course(s)
- 205070 College Credit Plus Course(s)
- 205075 Honors Class(es) (for HS honors classes, MS ELA gifted sections, and Math 6/7)
- 205080 Educational Option(s) (for credit flex plans targeting areas of Gifted identification)

## Acceleration Record

The Acceleration Record is where subject or whole-grade accelerated and testing accommodations as a result of an acceleration are reported. Information is stored in PowerSchool on the State Province - OH section on the FB tab. It is added the first time a student is accelerated in a subject area. By clicking the New button, entering the EMIS year, adding a 1 to the subject area's year column.

*\*\*Note – If the student skips more than one year of content at a time, the number of years skipped at that time should be entered instead of a 1.*

If that acceleration will result in the student taking an Ohio State Test, including end-of-course exam, at the higher grade level, then “Yes” should be entered in the Asmnt box.

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If a student is whole-grade accelerated or enters kindergarten or 1st grade early, these entries should be made for all five subject areas listed. Additionally, the “Student is Accelerated” drop down should be toggled to reflect the student’s overall acceleration status.

In subsequent years after the initial acceleration, a new entry should be added each year with a 0 entered in the Yrs box and, if applicable, “yes” entered in the Asmnt box. This indicates to the state that the student is continuing on their accelerated pathway. A 0 should **not** be entered if the student was never accelerated in that area; rather the Yrs box should be left blank if an acceleration did not ever occur in a subject area.

## Gifted Staff Record

The Staff Record is where gifted teaching or administrative assignments are reported. These codes are entered by the EMIS Coordinator each summer or fall for the upcoming school year. The coding includes a position code and an assignment area code. A full list of codes can be found on the [Ohio Department of Education website](#). Codes specifically used in Bexley include:

- Position Code 113 Coordinator Assignment OR 115 Director Assignment (used with administrator responsible for overseeing gifted education)
- Position Code 230 Teacher Assignment (used with Gifted Intervention Specialists)
- Assignment Area 999380.

## Gifted Performance Indicator

Each fall, the Ohio Department of Education generates district and school report cards to share with the public information about the academic performance and other success indicators based on a variety of measures from the previous school year. Report cards and resources explaining the elements of the report card can be accessed on the [Ohio Department of Education website](#).

One element of the state report card is the gifted indicator. This measure is reported in the Achievement section of a building or district report card. The gifted indicator is reported as met or not met and is one of approximately 20 overall report card indicators that contribute to district and building ratings.

There are three components to the gifted indicator, and a district or building must meet criteria in all three components to meet the indicator as a whole.

The first component is the gifted inputs. “Inputs” represent the percentage of the student population identified as gifted and the percentage of identified students receiving gifted services in the different areas, grade bands, and student groups. A summary graph of that information is provided on the online report card. Specific statistics are evaluated and each awarded points. Service rate is weighted more heavily than identification rates,

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and greater weight is given to identification and service in the primary grades in order to incentivize districts to begin meeting these student needs early. Districts or buildings must earn at least 80 out of a possible 100 points to pass this component of the indicator.

The second component is the achievement component. This is a performance-index calculation based on the state test scores from the previous spring. Scores are included if the test was taken by a student identified as gifted in either superior cognitive ability or the subject area tested. The gifted performance index is calculated in the same manner as the district's overall performance index, including extra weight given to scores of accelerated students who score proficient or better on the test in their accelerated subject area. Districts or buildings must achieve a score of at least 117 to pass this component of the indicator.

The third and final component of the indicator is the value-added calculation. This is a growth measure based on the state test scores from the previous spring and student score patterns in previous years. Scores are included if the test was taken by a student identified as gifted in either superior cognitive ability or the subject area tested. The gifted value-added grade is calculated in the same manner as the district's overall value-added grade. A grade of B or C reflects students meeting the expected average of 1 year of academic growth. Districts or buildings must achieve a grade of C or better to pass this component of the indicator.

Although not included in the gifted indicator, other areas of the report card connected to gifted education include the reported number of accelerations (found in the gifted data in the Achievement section), number of staff reported as gifted intervention specialists (found in District Details), participation in Advanced Placement classes (reported for the previous year's graduating class in the Prepared for Success section), and average scores on Advanced Placement exams (reported for the previous year's graduating class in the Prepared for Success section).

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## Additional Contact Information

### District

For questions about gifted identification/assessment, gifted services, acceleration, or compliance:

Dr. Shirley Hamilton  
Director of Curriculum & Gifted  
[Shirley.hamilton@bexley.us](mailto:Shirley.hamilton@bexley.us)  
(614) 237-7611

### Building

For questions about classroom instruction, building enrichment or extracurricular activities or to submit a referral for gifted testing or acceleration:

Jeannine Hetzler Principal Cassingham Elementary <a href="mailto:Jeannine.Hetzler@Bexley.us">Jeannine.Hetzler@Bexley.us</a> (614 ) 237-4266	Rachel Niswander Principal Maryland Elementary <a href="mailto:Rachel.Niswander@Bexley.us">Rachel.Niswander@Bexley.us</a> (614) 237-3280	Nyesha Clayton Principal Montrose Elementary <a href="mailto:Nyesha.Clayton@Bexley.us">Nyesha.Clayton@Bexley.us</a> (614) 237-4226
Jason Caudill Principal of Secondary Education Bexley Middle School <a href="mailto:Jason.Caudill@Bexley.us">Jason.Caudill@Bexley.us</a> (614) 237-4277	Jason Caudill Principal of Secondary Education Bexley High School <a href="mailto:Jason.Caudill@Bexley.us">Jason.Caudill@Bexley.us</a> (614) 237-4591	

For appeals challenging testing results of an early entrance to kindergarten application or an acceleration committee's decision against subject or whole-grade acceleration, or for appeals of results of gifted identification testing, contact the district's superintendent. Appeals must be in writing and submitted within 30 days of receiving test results or the acceleration committee's decision:

Dr. Jason Fine, Superintendent  
[Jason.Fine@Bexley.us](mailto:Jason.Fine@Bexley.us)  
(614) 231-7611.

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# Resources

## Resources for Families of Learners Identified as Gifted

### Newsletters

Relevant information will be provided periodically to the parents/guardians of all Bexley students identified as gifted in one or more areas via email. Newsletters will focus on specific topics and related resources that families may find helpful and any announcements specific to Bexley learners identified as gifted.

### Family Meetings

Special meetings will be held for families of Bexley learners identified as gifted. Meetings may be held in person or virtually and may include a presentation of a topic related to raising children identified as gifted, opportunities for families to discuss experiences, or other related activities.

### Organizations

The organizations below offer a wealth of information about gifted identification and raising children identified as gifted. Some also conduct or serve as a clearinghouse for scholarly research about gifted identification and gifted education, and others serve as advocacy organizations at the state and national level.

[Ohio Association for Gifted Children \(OAGC\)](#) - OAGC advances understanding of the needs of the gifted, promotes establishment of programs and services for gifted students, and encourages the exchange of information on the national, state and local level. They have a parent division that develops resources specific to families of gifted learners and host an annual day of learning for parents and guardians at the organization's fall conference.

OAGC

P.O. Box 30801

Gahanna, OH 43230

(614) 337-0386

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[American Mensa Ltd.](#) - Mensa is an internationally recognized group for people of exceptional intelligence. Local groups usually have activities and there are parent support forums, as well. Students may be admitted to Mensa one of two ways: via the Mensa Admissions Test if age 14 or older, or via acceptable scores on an approved test administered by the school or a private psychologist if under the age of 14. Scores must be at or above the 98th percentile on a test of intelligence or cognitive ability.

American Mensa  
1229 Corporate Dr.  
West Arlington, TX 76006  
(800) 66-MENSA

[Center for Gifted Educational Policy](#) - This group is a committee within the American Psychological Association. They conduct policy analysis and research on giftedness from a psychological perspective.

American Psychological Association  
750 First Street NE  
Washington, DC 20002-4242  
(800) 374-2721 or (202) 336-5500

[Council for Exceptional Children - Talented and Gifted](#) – CEC-TAG is a subdivision of the larger CEC organization, which focuses research and advocacy efforts to help meet the needs of children with special learning needs. While most efforts are centered on students with disabilities, they do have their own gifted-focused publications and some online resources for teachers and families.

Council for Exceptional Children – Talented and Gifted  
Ball State University BU 109  
Muncie, IN 47306  
(800) 842-4251

[Davidson Institute for Talent Development](#) - This organization was founded by parents of gifted children and creators of Reader Rabbit software. They sponsor support activities for profoundly gifted students by means of conferences, publications, scholarships, and support forums. Their website has extensive resources.

Davidson Institute for Talent Development  
9665 Gateway Dr., Suite B  
Reno, NV 89521  
(775) 852-3483



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[Institute for Research and Policy on Acceleration](#) - This center is part of the Belin and Blank International Center, which sponsored the key “A Nation Deceived” report in 2004. The site has a huge collection of research on academic acceleration of all forms, including the executive summary and full “A Nation Deceived” report.

Belin-Blank Center  
600 Blank Honors Center  
The University of Iowa  
Iowa City, IA 52242-0454  
(800) 336-6463 or (319) 335-6148

[National Association for Gifted Children](#) (NAGC) - NAGC invests all of its resources to train teachers, encourage parents and educate administrators and policymakers on how to develop and support gifted children and what's at stake if high-potential learners are not challenged and encouraged.

NAGC  
331 H Street NW, Suite 1001  
Washington, DC 20005  
(202) 785-4268

[Renzulli Center for Creativity, Gifted Education, and Talent Development](#) - This department is part of the University of Connecticut. They are home to the National Center for Research on Gifted Education, which sponsors research on topics including enrichment, curriculum development, underachievement, and more. The site includes links to research, resources for parents and teachers, and summaries of various program models.

Renzulli Center for Creativity, Gifted Education, and Talent Development  
2131 Hillside Road, Unit 3007  
Storrs, CT 06269-3007  
(860) 486-4826

[Ohio Department of Education](#) - Locate information about state laws, policies, and procedures related to gifted education along with publications and resources.

[Supporting Emotional Needs of Gifted \(SENG\)](#) - SENNG focuses its work on the social and emotional side of giftedness through publications, conferences, online resources, and consulting. They also have a mental-health provider directory on their website and an extensive article library.

Supporting Emotional Needs of Gifted  
PO Box 6074

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Scottsdale, AZ 85261

(773) 907-8092

[World Council for Gifted & Talented Children](#) - This is an international advocacy group for gifted children and gifted education. Comprised of parents, educators, researchers, and others, the group focuses on research and holds international gifted conferences every other year. They also publish a quarterly journal with articles focused on gifted education around the globe.

World Council for Gifted and Talented Children

Western Kentucky University

1906 College Heights Blvd, #11030

Bowling Green, KY 42101

(270) 745-4123

## Websites

The following websites include collections of articles, resources, or blogs related to the needs of gifted children and their families.

- [Davidson Institute Gifted Database](#)
- [Hoagies Gifted Education Page](#)
- [SENG Article Library](#)
- [Crushing Tall Poppies Blog](#)
- [Gifted Challenges Blog](#)
- [Your Rainforest Mind Blog](#)
- [Thoughts on Life and Learning Blog](#)

## Books and Magazines

- Coleman, Laurence J. & Cross, Tracy L. *Being Gifted in School: An Introduction to Development, Guidance, and Teaching*. Prufrock Press, 2011.
- Cross, Tracy L. *On the Social and Emotional Lives of Gifted Children*, 5th ed. Prufrock Press, 2018.
- Daniels, Susan & Piechowski, Michael M. *Living with Intensity: Understanding the Sensitivity, Excitability, and the Emotional Development of Gifted Children, Adolescents, and Adults*. Great Potential Press, 2008.
- Davis, Joy L. *Bright, Talented, and Black: A Guide for Families of African American Gifted Learners*. Great Potential Press, 2010.

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- Delisle, James R. *Parenting Gifted Kids: Tips for Raising Happy and Successful Children*. Free Spirit Publishing, 2006.
  - Delisle, James R. *Understanding Your Gifted Child From the Inside Out: A Guide to the Social and Emotional Lives of Gifted Kids*. Prufrock Press, 2018.
  - Fertig, Carol. *Raising a Gifted Child: A Parenting Success Handbook*. Prufrock Press, 2008.
  - Fonseca, Christine. *101 Success Secrets for Gifted Kids, 2nd ed.* Prufrock Press, 2015. (\*\*written for students)
  - Fonseca, Christine. *Emotional Intensity in Gifted Students: Helping Kids Cope with Explosive Feelings*. Prufrock Press, 2016.
  - Galbraith, Judy. *The Survival Guide for Gifted Kids, 3rd ed.* Free Spirit Publishing, 2013. (\*\*written for students)
  - Galbraith, Judy & Delisle, James R. *The Gifted Teen Survival Guide, 4th ed.* Free Spirit Publishing, 2011. (\*\*written for students)
  - Galbraith, Judy & Delisle, James R. *When Gifted Kids Don't Have All the Answers*, Revised ed. Free Spirit Publishing, 2015.
  - Greenspon, Thomas S. *Moving Past Perfect*. Free Spirit Publishing, 2012.
  - Greenspon, Thomas S. *What to Do When Good Enough Isn't Good Enough*. Free Spirit Publishing, 2007. (\*\*written for students)
  - Inman, Tracy Ford and Kirchner, Jane. *Parent Gifted Children 101*. Prufrock Press, 2016.
  - Jolly, Jennifer L., Smutny, Joan Franklin, & Nilles, Kathleen. *Success Strategies for Parenting Gifted Kids*. Prufrock Press, 2010.
  - Jolly, Jennifer L., Treffinger, Donald, Inman, Tracy, & Smutny, Joan Franklin. *Parenting Gifted Children*. Prufrock Press, 2010.
  - Neihart, Maureen, Reis, Sally M., Robinson, Nancy M., & Moon, Sidney M. *The Social and Emotional Development of Gifted Children: What Do We Know?, 2nd ed.* Prufrock Press, 2016.
  - Peters, Dan. *From Worrier to Warrior: A Guide to Conquering Your Fears*. Gifted Unlimited, LLC, 2013. (\*\*written for students)
  - Peters, Dan. *Make Your Worrier to Warrior: A Guide to Conquering Your Child's Fears*. Gifted Unlimited, LLC, 2013.
  - Peters, Dan, Reid, Lisa, & Davis, Stephanie. *The Warrior Workbook: A Guide to Conquering Your Worry Monster*. Gifted Unlimited, LLC, 2013. (\*\*written for students)
  - Rimm, Sylvia. *Keys to Parenting the Gifted Child, 3rd Ed.* Great Potential Press, 2007.
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- Rimm, Sylvia. *Why Bright Kids Get Poor Grades and What You Can Do About It: A 6-Step Program for Parents and Teachers, 3rd Ed.* Great Potential Press, 2008.
  - Rivera, Lisa. *A Parent's Guide to Gifted Teens: Living with Intense and Creative Adolescents.* Great Potential Press, 2010.
  - Rivera, Lisa. *A Smart Teen's Guide to Living With Intensity: How to Get More Out of Life and Learning.* Great Potential Press, 2010.
  - Schultz, Robert A. & Delisle, James R. *If I'm So Smart, Why Aren't the Answers Easy?* Prufrock Press, 2003. (\*\*written for students)
  - Siegle, Del. *The Underachieving Gifted Child: Recognizing, Understanding, and Reversing Underachievement.* Prufrock Press, 2012
  - Strip, Carol Ann & Hirsch, Gretchen. *Helping Gifted Children Soar. A Practical Guide for Parents and Teachers, 2nd ed.* Great Potential Press, 2011.
  - Sunde Peterson, Jean & Peters, Daniel B. *Bright, Complex Kids: Supporting Their Social and Emotional Development.* Free Spirit Publishing, 2021.
  - Webb, James T., Gore, Janet L., Karnes, Frances A., & McDaniel, A. Stephen. *A Grandparent's Guide to Gifted Children.* Great Potential Press, 2004.
  - Webb, James T., Gore, Janet L., Amend, Edward R., & DeVries, Arlene R. *A Parent's Guide to Gifted Children.* Great Potential Press, 2007.
  - Webb, James, et al. *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders, 2nd ed.* Great Potential Press, 2016.
  - *Gifted Child Today Magazine* – Prufrock Press, [www.prufrock.com](http://www.prufrock.com), P.O. Box 8813, Waco, TX, 76714-8813, \$35 per year, quarterly
  - *Parenting for High Potential Magazine*– National Association for Gifted Children, [www.nagc.org](http://www.nagc.org), 1707 L Street, N.W. - Suite 550, Washington, D.C. 20036, benefit available with NAGC membership

## Information about Twice Exceptional Learners

- [Twice Exceptional Guide by Ohio Department of Education](#)
- [Twice Exceptional Students by National Association for Gifted Children](#)
- [The 2e Resource](#)
- [2e Twice Exceptional Newsletter](#) (Information Archives)
- [Is My Child Twice Exceptional or 2e? by Seth Perler](#)

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## Resources for Teachers of Learners Identified Gifted

### Canvas Classroom

A classroom filled with gifted professional development has been created in Canvas that any Bexley teacher can access. Teachers can select from a variety of modules on academic and social emotional topics related to learners identified as gifted and gifted education. Each module includes a presentation and one or more related professional learning tasks, and they are worth varying clock hours depending on what is required for the module. Completion of modules counts toward fulfillment of the state gifted professional development requirement. Teachers may opt to show evidence of completion to the LPDC for consideration for credit toward license renewal. New modules will be added periodically.

### Organizations

Please refer to the list of organizations in the Families Resource section for a list of organizations that focus on providing information about gifted identification and gifted education. Most offer educational research, teaching recommendations, and professional development opportunities related to gifted education that teachers may find valuable.

### Websites

The following websites include collections of articles, teaching resources, or blogs related to the academic and social-emotional needs of children identified as gifted.

- [Davidson Institute Gifted Database](#)
- [Hoagies Gifted Education Page](#)
- [SENG Article Library](#)
- [Byrdseed Blog and Teaching Resources](#)
- [Gifted Guru Blog and Teaching Resources](#)
- [Envision Gifted! Differentiation for Gifted & Talented Learners](#)
- [Center for Gifted Education Teaching Models](#)
- [JTaylor Education](#)
- [Prufrock Press](#)
- [Free Spirit Publishing](#)
- [Pieces of Learning](#)
- [Gifted Unlimited Publishing](#)

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## Books

- Cash, Richard M. *Advancing Differentiation: Thinking and Learning for the 21st Century, Revised ed.* Free Spirit Publishing, 2017.
- & Cross, Tracy L. *Being Gifted in School: An Introduction to Development, Guidance, and Teaching, 2nd ed.* Prufrock Press, 2005.
- Cross, Tracy L. *On the Social and Emotional Lives of Gifted Children, 5th ed.* Prufrock Press, 2018.
- Cross, Tracy L. & Cross, Jennifer Riedl. *Handbook for Counselors Serving Students with Gifted & Talents.* Prufrock Press, 2013.
- Daniels, Susan and Piechowski, Michael M. *Living with Intensity: Understanding the Sensitivity, Excitability, and the Emotional Development of Gifted Children, Adolescents, and Adults.* Great Potential Press, 2008.
- Dixon, Felicia A. & Moon, Sidney M. *The Handbook of Secondary Gifted Education, 2nd ed.* Prufrock Press, 2015.
- Fonseca, Christine. *I'm Not Just Gifted.* Prufrock Press, 2015.
- Galbraith, Judy & Delisle, James R. *When Gifted Kids Don't Have All the Answers, Revised ed.* Free Spirit Publishing, 2015.
- Heacox, Diane. *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners.* Free Spirit Publishing, 2012.
- Heacox, Diane & Cash, Richard M. *Differentiating For Gifted Learners: Going Beyond the Basics, Revised ed.* Free Spirit Publishing, 2020.
- Hebert, Thomas P. *Understanding the Social and Emotional Lives of Gifted Students, 2nd ed.* Prufrock Press, 2020.
- Johnson, Susan K. & Sheffield, Linda J. *Using the Common Core State Standards for English Language Arts with Gifted and Advanced Learners.* Prufrock Press, 2012.
- Johnson, Susan K. & Sheffield, Linda J. *Using the Common Core State Standards for Mathematics with Gifted and Advanced Learners.* Prufrock Press, 2012.
- Karnes, Frances A. & Bean, Suzanne M. *Methods and Materials for Teaching the Gifted, 5th ed.* Prufrock Press, 2020.
- Kircher-Morris, Emily. *Teaching Twice-Exceptional Learners in Today's Classroom.* Free Spirit Publishing, 2021.
- Lockhart, Kari. *What to Expect When You're Expected to Teach Gifted Students.* Prufrock Press, 2019.

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- Mendaglio, Salvatore & Sunde Peterson, Jean. *Models of Counseling Gifted Children, Adolescents, and Young Adults*. Prufrock Press, 2007.
  - Mofield, Emily & Phelps, Vicki. *Collaboration, Coteaching, and Coaching in Gifted Education*. Prufrock Press, 2020.
  - Neihart, Maureen, Reis, Sally M., Robinson, Nancy M., & Moon, Sidney M. *The Social and Emotional Development of Gifted Children: What Do We Know?*, 2nd ed. Prufrock Press, 2016.
  - Rakow, Susan. *Educating Gifted Students in Middle School: A Practical Guide, 3rd Edition*. Prufrock Press, 2020.
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  - Roberts, Julia Link. *Teacher's Survival Guide: Gifted Education, 2nd ed.* Prufrock Press, 2020.
  - Roberts, Julia L. and Inman, Tracy F. *Assessing Differentiated Student Products.*, 2nd ed. Prufrock Press, 2015.
  - Siegle, Del. *The Underachieving Gifted Child: Recognizing, Understanding, and Reversing Underachievement*. Prufrock Press, 2012.
  - Smutny, Joan F., Walker, Sally Y., & Meckstroth, Elizabeth A. *Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9*. Free Spirit Publishing, 2016.
  - Spiers-Neumeister, Kristie L. & Burney, Virginia H. *An Introduction to Gifted Education*. Prufrock Press, 2011.
  - Strip, Carol Ann and Hirsch, Gretchen. *Helping Gifted Children Soar. A Practical Guide for Parents and Teachers, 2nd ed.* Great Potential Press, 2011.
  - Sunde Peterson, Jean & Peters, Daniel B. *Bright, Complex Kids: Supporting Their Social and Emotional Development*. Free Spirit Publishing, 2021.
  - Trail, Beverly A. *Twice Exceptional Gifted Children*. Prufrock Press, 2012.
  - VanTassel-Baska, Joyce & Olenchak, F. Richard. *Social Emotional Curriculum with Gifted and Talented Students*. Prufrock Press, 2009.
  - Webb, James, et al. *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders, 2nd ed.* Great Potential Press, 2016.
  - Winebrenner, Susan, & Brulles, Dina. *Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use, 4th ed.* Free Spirit Publishing, 2018.
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- *Gifted Child Quarterly Magazine* – National Association for Gifted Children, [www.nagc.org](http://www.nagc.org), 1707 L Street, N.W. - Suite 550, Washington, D.C. 20036, benefit available with NAGC membership
  - *Teaching for High Potential Magazine* - National Association for Gifted Children, [www.nagc.org](http://www.nagc.org), 1707 L Street, N.W. - Suite 550, Washington, D.C. 20036, benefit available with NAGC membership (insert with NAGC newsletter)
  - *Gifted Child Today Magazine* - Prufrock Press, [www.prufrock.com](http://www.prufrock.com), P.O. Box 8813, Waco, TX, 76714-8813, \$35 per year, quarterly
  - *Journal of Advanced Academics* - Prufrock Press, [www.prufrock.com](http://www.prufrock.com), P.O. Box 8813, Waco, TX, 76714-8813, \$45 per year, quarterly
  - *Journal for the Education of the Gifted* - Prufrock Press, [www.prufrock.com](http://www.prufrock.com), P.O. Box 8813, Waco, TX, 76714-8813, \$45 per year, quarterly
  - Eric Digests - These are the gifted digests available for free from ERIC. They are research studies or synopses of research.



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## Glossary

- **Ability Test** – This type of test is used to measure a student’s critical-thinking skills as an estimate of intellectual intelligence. It is often administered in a group setting. Ability tests are used for identifying students as gifted in superior cognitive ability, as part of an assessment for creative thinking ability, or as part of an acceleration evaluation. Scores are usually reported in the form of a standard score based on the student’s age.
- **Acceleration** – Acceleration is the process of skipping a grade level in either one or all subject areas. This is a formal process outlined in state rules and may take the form of early entrance to kindergarten/1st grade, subject acceleration, whole-grade acceleration, or early graduation.
- **Achievement Test** – This type of test is used to measure a student’s current level of academic skills in a specific subject area, such as reading, math, science, or social studies. It is often administered in a group setting while assessing for giftedness in one of the four content areas listed here or as part of an acceleration evaluation. Scores are usually reported in the form of a percentile rank based on the student’s grade level.
- **Advanced Placement** – This is a specialized high-school class using a curriculum developed by the College Board. Advanced Placement courses are approximately equivalent to freshman college-level courses. Students have the potential to earn college credit based on scores from an end-of-year College Board exam. While students do not need to be identified as gifted to enroll, these courses are considered a gifted service for students who are gifted in the subject area of the course.
- **Checklist of Behaviors** – This type of assessment is used to rate patterns of behavior related to creative thinking or visual/performing arts as part of gifted evaluations in those areas. These checklists are completed by a trained educator with knowledge of the child. Scores are often reported as raw or scale scores based on the student’s age.
- **Cluster Class** – A cluster class is a typical grade-level class that includes 4-10 students who are gifted in the same area. This type of grouping allows for gifted learners to have access to similar-ability peers for collaboration and facilitates differentiation in the classroom without removing students to separate learning settings.
- **Cog ELA** – This elementary gifted service is available to students in grades 4 and 5 who are identified as gifted in superior cognitive ability. This is a replacement English Language Arts class taught daily by a gifted intervention specialist.

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- **College Credit Plus** – The program is available to eligible students in grades 7 through 12. Students may apply to and enroll in college courses at participating universities while still enrolled in Bexley City Schools. Students earn dual high school and college credit for these courses. Tuition and books are provided for students who maintain required performance levels. While students do not need to be identified as gifted to enroll, these courses are considered a gifted service for students who are gifted in the course subject area. In some cases, they may also be considered an acceleration for participating students.
  - **Compacted Math** – This is a sequence of middle school math courses that compacts three years of math (Math 6, Math 7, and Math 8) into two years during grades 6 and 7. Students then go on to take Honors Algebra I in 8th grade, thus opening space during high school years for higher-level math courses. While students do not need to be identified as gifted to enroll, provided they meet other eligibility criteria, these courses are considered a gifted service for students who are gifted in the subject area of the course. The sequence is also considered a subject acceleration for all students during the second year.
  - **Creative Thinking Ability** – This area of gifted identification is for students who demonstrate atypically inventive or unique ways of thinking. Identification is based on an elevated cognitive ability score (typically in the 112-115 range, although it varies by test) and a qualifying score on a checklist of creative behaviors.
  - **Credit Flexibility** – Credit flexibility is a state-created educational option that enables students to earn high school credits through non-traditional means. Examples include independent study, summer programs, online courses, and testing out. In some cases, credit flexibility may be considered an acceleration for participating students.
  - **Differentiation** – This is an instructional approach where teachers modify instructional activities or approaches based on the learning needs of small groups or individual students. This may include tiering a lesson, providing alternative or modified assignments, use of leveled small groups, or other strategies that may or may not be obvious to an outside observer.
  - **Discovery** – This is a quarter-long middle school elective for students identified as gifted in superior cognitive ability. Students develop their research skills while conducting a guided independent study to “discover” more about a chosen topic of interest.
  - **Early Entrance to Kindergarten/First Grade** – Early Entrance is a whole-grade acceleration process where a student may enter kindergarten early if they will not be 5 by August 1 or may enter 1st grade early if they have not completed an accredited kindergarten program. It requires a formal evaluation in accordance with Ohio and district policy.
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- **Early Graduation** – This is a whole-grade acceleration process where a high school student skips high school content to graduate early due to previous content mastery. It requires a formal evaluation in accordance with Ohio and district policy. Students may also graduate early through non-accelerative means if they accumulated enough credits to fulfill graduation requirements.
  - **Gifted Intervention Specialist** – A teacher with a special Ohio license or endorsement indicated formal training in teaching gifted learners. This teacher provides formal gifted services to students in accordance with the district service plan.
  - **Honors** – This is a designation given to select high school courses that are more advanced in content and go into greater depth than their traditional counterparts. While students do not need to be identified as gifted to enroll, these courses are considered a gifted service for students who are gifted in the subject area of the course.
  - **Percentile Rank** – This score describes a student's performance relative to a nationally normed sample of students in the same grade. It is most commonly referenced on achievement tests. Scores range from 1 to 99, with 50th percentile representing average achievement. If a student scores at the 75th percentile, it means the student earned a score equal to or higher than the score of 75% of the national sample. A score of 95th percentile or higher is required on a state-approved achievement test for gifted identification in a subject area.
  - **Raw Score** – This score indicates the number of items a student correctly answered on a test OR the total points earned on a checklist of behaviors. This typically is only reported for some checklist of behaviors in the gifted-identification process.
  - **RIT Score** – This score is unique to the MAP test. It is a non-interval scaled score to represent a student's current level of academic achievement. It is not used for gifted identification.
  - **Scale Score** – This score is a sequential scale set by test publishers to describe relative performance on a test. It is often used to allow for progress to be measured across grade levels. It is typically only reported on advanced reports, on college readiness exams, or when reporting scores for some checklists of behaviors. In the gifted-identification process, it is only used for select approved checklists of behaviors.
  - **School Ability Score (SAS)** – The SAS is the ability score from the Cognitive Abilities Test administered in grades 2 and 4. It is reported as a standard score.
  - **Service** – Service refers to formal gifted programming designed in accordance with the Ohio Administrative Code. Services are documented each year on a Written Education Plan and reported to the state through EMIS. The district staff may provide additional support to students informally throughout the year that are

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not considered a “service” if they do not meet the rigorous operating standards set by the state.

- **Specific Academic Ability** – This area of gifted identification is for students who demonstrate advanced knowledge and skills in a core subject area, such as reading, math, science, or social studies. Students must earn a score at or above the 95th percentile on an approved achievement test to be identified as gifted in a specific academic area.
- **Standard Score** – This is a statistical score based on a traditional bell curve. It is often used to report cognitive ability scores, although it is sometimes used in advanced reports for other assessments. A score of 100 is considered average. Gifted identification in superior cognitive ability requires a standard score “two standard deviations above the mean minus the standard error of measure.” The specific score varies by test, but is typically in the 127-130 range.
- **Subject Acceleration** – This type of acceleration is when a student skips a grade in a single content area. For example, a 4th grader may go to 5th grade for math. It requires a formal evaluation in accordance with Ohio and district policy.
- **Superior Cognitive Ability** – This area of gifted identification is for students who demonstrate advanced cognitive reasoning and problem-solving skills. Identification is based on an advanced cognitive ability standard score, typically in the 127-130 range, although it varies by test.
- **Twice Exceptional (2e)** – A student may be referred to as *twice exceptional* if they are both identified as gifted in one or more areas and are identified as having a disability or are an English Learner.
- **Visual and/or Performing Arts Ability** – This area of gifted identification is for students who demonstrate advanced artistic talent in the areas of visual art, instrumental or vocal music, drama, or dance. Identification is based on a qualifying score on a checklist of artistic behaviors and a demonstration of talent via portfolio or audition. Skills are evaluated in light of prior training and opportunities to develop talent with gifted identification based on exceptional skill in relation to the amount of training received.
- **Whole-Grade Acceleration** – This type of acceleration is when a student skips a grade entirely. For example, a student may move from 3rd grade to 5th grade over the summer and skip 4th grade. It requires a formal evaluation in accordance with Ohio and district policy.
- **Written Acceleration Plan (WAP)** – A WAP is a document used to facilitate the transition when a student is newly accelerated. It is created at the time the acceleration placement is made and includes logistical steps to arrange for the acceleration, support for the student during the transition period, and a timeline for the process to be finalized.

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- **Written Education Plan (WEP)** – A WEP is a document provided for students receiving formal gifted services. It is created each fall and includes the service provided, responsible staff member, goals specific to the area of identification served, and how progress will be measured. Progress is reported at the end of each semester. Per Ohio law, gifted students who are not enrolled in formal gifted services will not receive a WEP.

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## References

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<http://education.ohio.gov/Topics/Data/Report-Card-Resources/Achievement-Component/Gifted-Students-Indicator>

Ohio Revised Code Chapter 3324: Gifted students. Retrieved October 1, 2018

<https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio/Ohio-Revised-Code-3324.pdf.aspx>

Ohio Administrative Code 3301-51-15: Ohio operating standards for identifying and serving

students who are gifted (effective 2018/July 23). Retrieved October 1, 2018

<http://codes.ohio.gov/oac/3301-51-15>

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## Appendix A: Timelines and Process Charts

### Testing and Referral Timelines

Event	Timeline
<i>Fall acceleration and gifted identification referral window opens</i>	First day of school
<i>MAP reading and math testing (grades 1-8)</i>	Early September
<i>High school PSAT testing (grades 9-11)</i>	Mid-October
<i>Cognitive screening (grades 2 and 4)</i>	Late October/Early November
<i>Gifted identification referrals due for first semester testing</i>	October 31
<i>Acceleration/Early Entrance referrals due for January placement</i>	November 1
<i>Individual testing of gifted and acceleration referrals</i>	December
<i>Identification letters from all fall group and individual testing sent home</i>	December
<i>Acceleration/Early Entrance placement meetings</i>	December
<i>MAP reading and math testing (grades 1-8)</i>	Early January
<i>Cognitive retest offer letters sent home to eligible students</i>	January
<i>Creative thinking checklists for eligible students (grades 2 and 4)</i>	February
<i>Identification letters from winter MAP and creative thinking testing sent home</i>	February
<i>High school ACT testing (grade 11)</i>	Early or Mid-March
<i>Gifted identification referrals due for first semester testing</i>	March 31
<i>Acceleration/Early Entrance referrals due for fall placement</i>	March 31
<i>Individual testing of gifted and acceleration referrals</i>	April/May

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<i>Identification letters from all spring individual testing sent home</i>	May
<i>MAP reading and math testing (grades 1-8)</i>	May
<i>Acceleration/Early Entrance placement meetings</i>	May
<i>Identification letters from spring MAP and ACT testing sent home</i>	June/July



## Gifted Identification Timeline (Group Testing)

<b>Task</b>	<b>Timeframe</b>	<b>Person Responsible</b>
<i>Review summer results from SAT and ACT</i>	<i>August</i>	Administrator responsible for gifted education
<i>Mark all 1-11<sup>th</sup> grade students as screened for gifted in reading and math, all 2nd/4th grade students screened in creative thinking and superior cognitive ability, and 11th grade students screened for science in PowerSchool</i>	<i>September</i>	EMIS Coordinator
<i>Review fall MAP scores for new gifted ID</i>	<i>October</i>	Administrator responsible for gifted education
<i>Compose letters with testing results</i>	<i>October</i>	Administrator responsible for gifted education
<i>Send results letter home to family</i>	<i>October</i>	DSSL secretary
<i>Place results letter in student's cumulative folder</i>	<i>October</i>	Principal
<i>Enter identification EMIS information in PowerSchool</i>	<i>October</i>	Administrator responsible for gifted education
<i>Update district gifted identification list/data warehouse</i>	<i>October</i>	Administrator responsible for gifted education
<i>Review fall PSAT and CogAT scores for new gifted ID</i>	<i>December</i>	Administrator responsible for gifted education
<i>Compose letters with testing results</i>	<i>December</i>	Administrator responsible for gifted education
<i>Send results letter home to family</i>	<i>December</i>	DSSL secretary
<i>Place results letter in student's cumulative folder</i>	<i>December</i>	Principal
<i>Enter identification EMIS information in PowerSchool</i>	<i>December</i>	Administrator responsible for gifted education

<i>Update district gifted identification list/data warehouse</i>	<i>December</i>	Administrator responsible for gifted education
<i>Prepare Creative Thinking Checklists for grades 2/4 and send to teachers</i>	<i>January</i>	Administrator responsible for gifted education
<i>Complete checklists and return to district office</i>	<i>January</i>	Teachers
<i>Review creative thinking checklists for new gifted ID</i>	<i>January</i>	Administrator responsible for gifted education
<i>Compose letters with testing results</i>	<i>January</i>	Administrator responsible for gifted education
<i>Send results letter home to family</i>	<i>January</i>	DSSL secretary
<i>Place results letter in student's cumulative folder</i>	<i>January</i>	Principal
<i>Enter identification EMIS information in PowerSchool</i>	<i>January</i>	Administrator responsible for gifted education
<i>Update district gifted identification list/data warehouse</i>	<i>January</i>	Administrator responsible for gifted education
<i>Review winter MAP scores for new gifted ID</i>	<i>January</i>	Administrator responsible for gifted education
<i>Compose letters with testing results</i>	<i>January</i>	Administrator responsible for gifted education
<i>Send results letter home to family</i>	<i>January</i>	DSSL secretary
<i>Place results letter in student's cumulative folder</i>	<i>January</i>	Principal
<i>Enter identification EMIS information in PowerSchool</i>	<i>January</i>	Administrator responsible for gifted education
<i>Update district gifted identification list/data warehouse</i>	<i>January</i>	Administrator responsible for gifted education

<i>Prepare offers to retest students with overall cognitive scores of 125 or higher or nonverbal scores 128 or higher and share list with principals and gifted staff</i>	<i>January</i>	Administrator responsible for gifted education
<i>Send retest letters home to family</i>	<i>January</i>	DSSL secretary
<i>Review spring ACT scores for new gifted ID</i>	<i>April</i>	Administrator responsible for gifted education
<i>Compose letters with testing results</i>	<i>April</i>	Administrator responsible for gifted education
<i>Send results letter home to family</i>	<i>April</i>	DSSL secretary
<i>Place results letter in student's cumulative folder</i>	<i>April</i>	Principal
<i>Enter identification EMIS information in PowerSchool</i>	<i>April</i>	Administrator responsible for gifted education
<i>Update district gifted identification list/data warehouse</i>	<i>April</i>	Administrator responsible for gifted education
<i>Mark all Kindergarten students as screened for gifted in reading and math in PowerSchool</i>	<i>April</i>	EMIS Coordinator
<i>Review spring MAP scores for new gifted ID</i>	<i>June</i>	Administrator responsible for gifted education
<i>Compose letters with testing results</i>	<i>June</i>	Administrator responsible for gifted education
<i>Send results letter home to family</i>	<i>June</i>	DSSL secretary
<i>Place results letter in student's cumulative folder</i>	<i>June</i>	Principal
<i>Enter identification EMIS information in PowerSchool</i>	<i>June</i>	Administrator responsible for gifted education
<i>Update district gifted identification list/data warehouse</i>	<i>June</i>	Administrator responsible for gifted education

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<i>Review SAT and ACT scores received throughout year and process for new gifted IDs</i>	<i>Ongoing</i>	Administrator responsible for gifted education
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## Gifted Identification Process Checklist (Individual Referral)

	<b>Task</b>	<b>Person Responsible</b>
<input type="checkbox"/>	<i>Submit Referral for Testing form</i>	Anyone
<input type="checkbox"/>	<i>Send home Authorization to Assess form</i>	Principal or Gifted staff (whoever received referral form initially)
<input type="checkbox"/>	<i>Submit Authorization to Assess form</i>	Parent/guardian
<input type="checkbox"/>	<i>Forward forms to district administrator responsible for gifted</i>	Principal or Gifted staff
<input type="checkbox"/>	<i>Schedule testing</i>	Administrator responsible for gifted education and/or Gifted staff
<input type="checkbox"/>	<i>Conduct testing</i>	Administrator responsible for gifted education and/or Gifted staff
<input type="checkbox"/>	<i>Score testing</i>	Administrator responsible for gifted education
<input type="checkbox"/>	<i>Compose letters with testing results</i>	Administrator responsible for gifted education
<input type="checkbox"/>	<i>Send results letter home to family</i>	DSSL secretary
<input type="checkbox"/>	<i>Place results letter in student's cumulative folder</i>	Principal
<input type="checkbox"/>	<i>Enter screening/assessment/identification EMIS information in PowerSchool</i>	Administrator responsible for gifted education
<input type="checkbox"/>	<i>Update district gifted identification list/data warehouse</i>	Administrator responsible for gifted education

## Service Placement and Reporting Timeline

<b>Task</b>	<b>Timeframe</b>	<b>Person Responsible</b>
<i>Review records of new enrollees for gifted identification and service eligibility</i>	<i>August</i>	Administrator responsible for gifted education
<i>Share updated gifted ID list with principal and gifted staff</i>	<i>August</i>	Administrator responsible for gifted education
<i>Confirm elementary CogELA and MS gifted ELA classes have gifted population code in course setup in PowerSchool</i>	<i>August</i>	EMIS Coordinator
<i>Review class list to confirm appropriate placement of gifted learners in services</i>	<i>August</i>	Principal and Gifted staff
<i>Prepare WEPS templates with student information and share with teachers</i>	<i>September</i>	Administrator responsible for gifted education
<i>Create WEPS</i>	<i>September</i>	Gifted staff and students
<i>Review CCP enrollments and add to WEPS where applicable</i>	<i>September</i>	Administrator responsible for gifted education
<i>Provide EMIS Coordinator list of Service indicators and Program Codes for PowerSchool</i>	<i>October</i>	Administrator responsible for gifted education
<i>Enter Service indicators and Program Codes for PowerSchool</i>	<i>October</i>	EMIS Coordinator
<i>Provide WEPs to families (via conferences elementary, electronically MS/HS)</i>	<i>October</i>	Gifted staff (elementary) Administrator responsible for gifted education (MS/HS)
<i>Complete 1st semester progress reports</i>	<i>December</i>	Gifted staff
<i>Review CCP enrollments and add to WEPs where applicable</i>	<i>January</i>	Administrator responsible for gifted education

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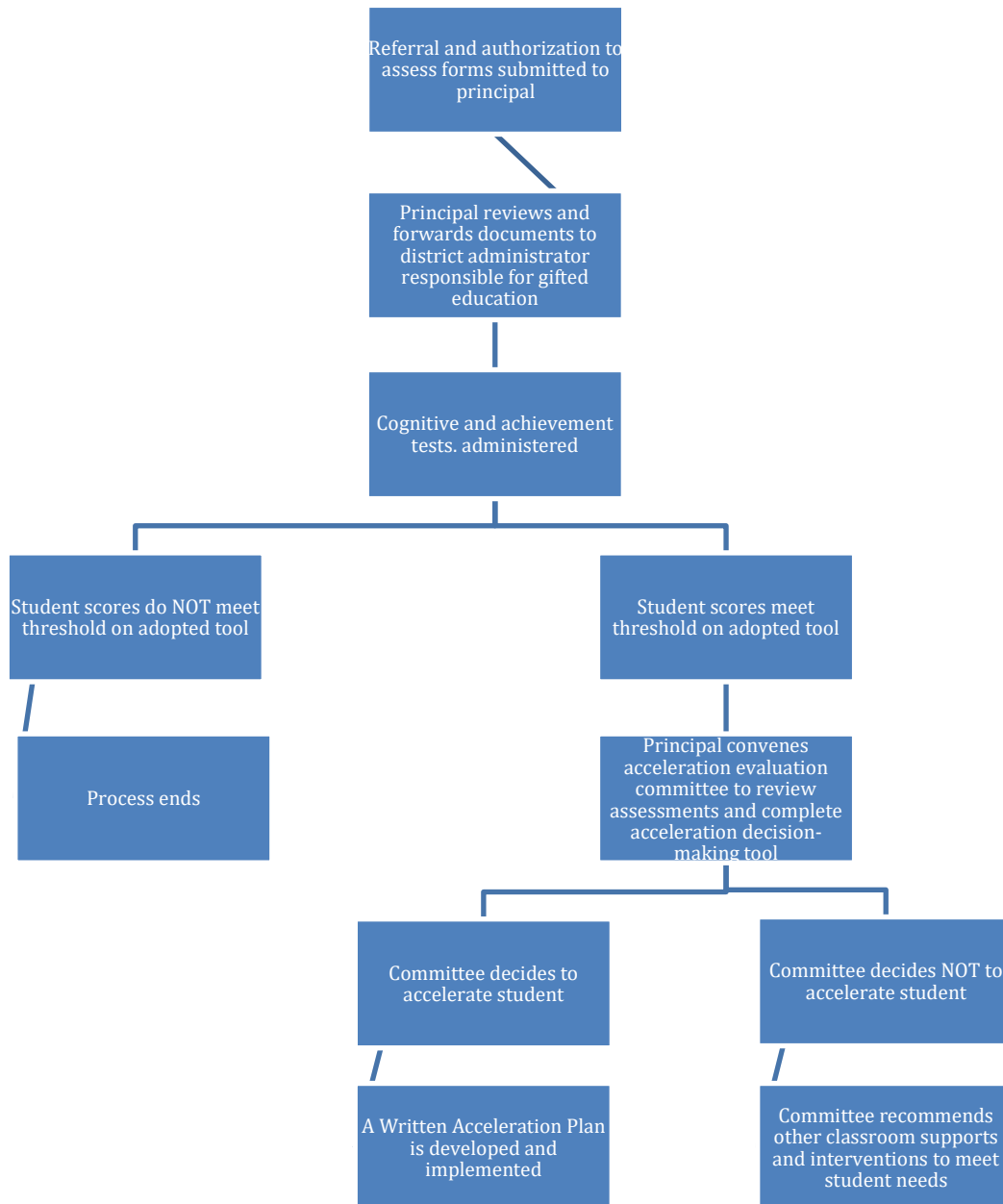
<i>Send 1st semester progress reports home</i>	<i>January</i>	Gifted staff (elementary) Administrator responsible for gifted education (MS/HS)
<i>Send High School gifted verification/course recommendations letters</i>	<i>January</i>	Administrator responsible for gifted education
<i>Compile elementary and middle school service placement lists</i>	<i>February</i>	Administrator responsible for gifted education
<i>Send Middle School gifted verification/service placement letters</i>	<i>Late February/ Early March</i>	Administrator responsible for gifted education
<i>Send Elementary School gifted verification/service placement letters</i>	<i>March</i>	Administrator responsible for gifted education
<i>Develop cluster class recommendations</i>	<i>March</i>	Administrator responsible for gifted education
<i>Schedule students into appropriate classes</i>	<i>Spring</i>	Principals and Counselors
<i>Complete 1st semester progress reports</i>	<i>May</i>	Gifted staff
<i>Send 2nd semester progress reports home</i>	<i>June</i>	Gifted staff (elementary) Administrator responsible for gifted education (MS/HS)
<i>Review spring MAP and Gifted testing data for new gifted service placements</i>	<i>June</i>	Administrator responsible for gifted education

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## Acceleration Process Flow Chart

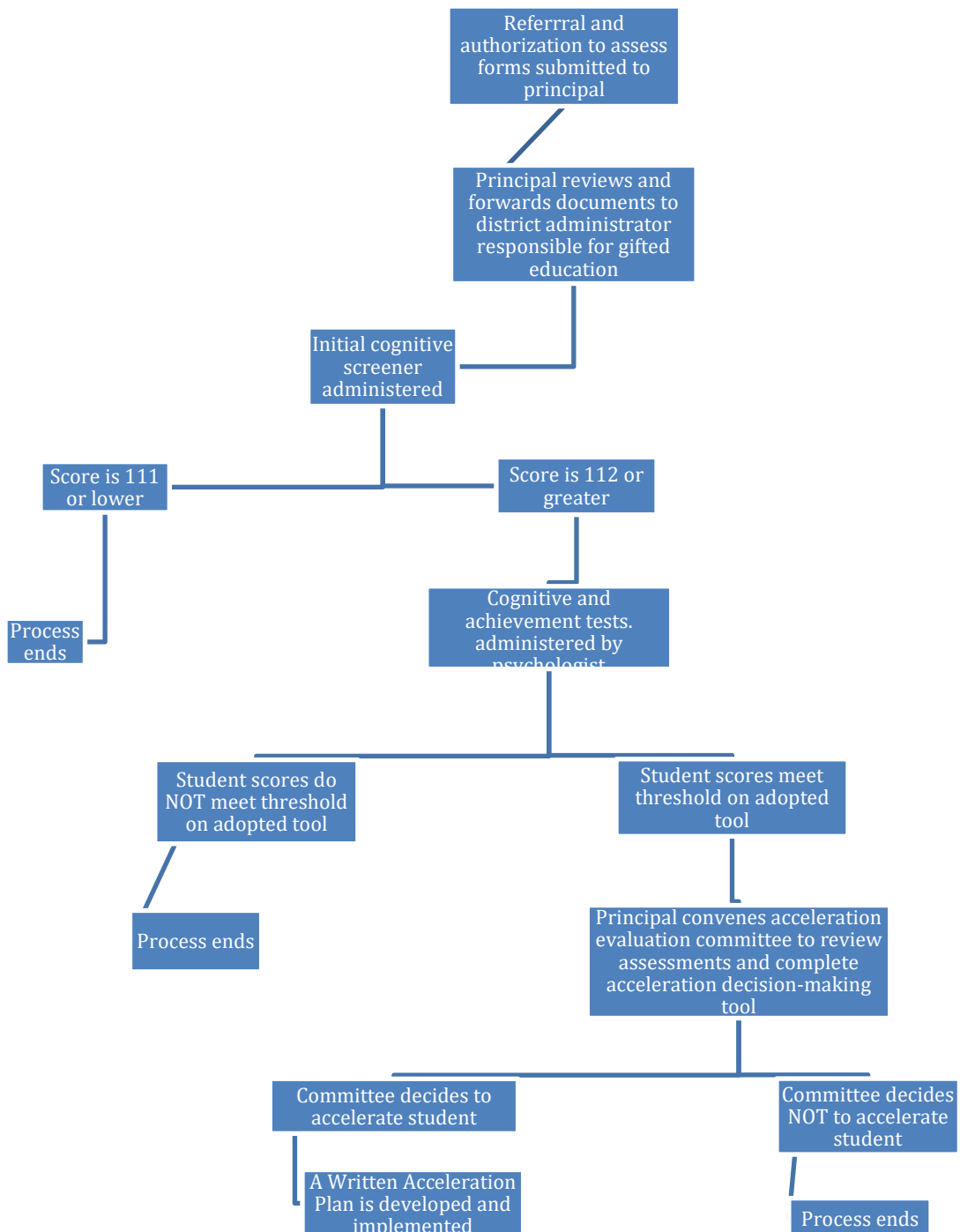
Subject Acceleration, Whole Grade Acceleration, or Early Graduation





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## Early Entrance to Kindergarten or First Grade



## Acceleration Process Checklist

	<b>Task</b>	<b>Person Responsible</b>
<input type="checkbox"/>	<i>Submit Referral for Acceleration form</i>	Anyone
<input type="checkbox"/>	<i>Send home Authorization to Assess form</i>	Principal or Gifted staff (whoever received referral form initially)
<input type="checkbox"/>	<i>Submit Authorization to Assess form</i>	Parent/guardian
<input type="checkbox"/>	<i>Forward forms to district administrator responsible for gifted</i>	Principal or Gifted staff
<input type="checkbox"/>	<i>Schedule testing</i>	Administrator responsible for gifted education and/or Gifted staff
<input type="checkbox"/>	<i>Conduct testing</i>	Administrator responsible for gifted education and/or Gifted staff
<input type="checkbox"/>	<i>Score testing and complete academic portion of acceleration decision tool (if minimum criteria met, continue to next step. If not, skip to "compose letters.")</i>	Administrator responsible for gifted education
<input type="checkbox"/>	<i>Send rubrics to staff for completion.</i>	Administrator responsible for gifted education
<input type="checkbox"/>	<i>Complete and return rubrics</i>	Teacher
<input type="checkbox"/>	<i>Schedule acceleration team meeting</i>	Administrator responsible for gifted education
<input type="checkbox"/>	<i>Conduct acceleration team meeting</i>	Administrator responsible for gifted education and/or Principal
<input type="checkbox"/>	<i>Create Written Acceleration Plan</i>	Administrator responsible for gifted education

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<input type="checkbox"/>	<i>Compose letters with evaluation results</i>	Administrator responsible for gifted education
<input type="checkbox"/>	<i>Send results letter (and WAP, if applicable) home to family</i>	DSSL secretary
<input type="checkbox"/>	<i>Place results letter (and WAP, if applicable) in student's cumulative folder</i>	Principal
<input type="checkbox"/>	<i>Enter screening/assessment/identification and, if applicable, acceleration EMIS information in PowerSchool</i>	Administrator responsible for gifted education
<input type="checkbox"/>	<i>Update data warehouse</i>	Administrator responsible for gifted education
<input type="checkbox"/>	<i>Schedule student into appropriate classes based on decision</i>	Principal and/or Counselor

## EMIS Reporting Timeline

<b>Task</b>	<b>Timeframe</b>	<b>Person Responsible</b>
<i>Reset screening, assessment, and service checkboxes on Gifted tab in PowerSchool</i>	July	EMIS Coordinator
<i>Confirm Student Population code attached to CogELA sections are entered as GE in PowerSchool</i>	July	EMIS Coordinator
<i>Update CK staff record in PowerSchool to reflect assignments</i>	August	EMIS Coordinator
<i>Update FB tab in PowerSchool with carryover acceleration data</i>	August	Administrator responsible for gifted education
<i>Enter new acceleration data on FB tab in PowerSchool</i>	August	Administrator responsible for gifted education
<i>Enter Service checks on Gifted tab in PowerSchool</i>	September	Administrator responsible for gifted education
<i>Provide Service Program Codes to EMIS Coordinator</i>	September	Administrator responsible for gifted education
<i>Enter Service Program Codes in Special Programs in PowerSchool</i>	September	EMIS Coordinator
<i>Enter math and reading screening on Gifted tab in PowerSchool for grades 2-8</i>	End of September	EMIS Coordinator
<i>Enter new gifted identifications from MAP on Gifted tab in PowerSchool</i>	End of September	Administrator responsible for gifted education
<i>Enter Service on Gifted tab in PowerSchool</i>	September	Administrator responsible for gifted education
<i>Enter math and reading screening on Gifted tab in PowerSchool for grades 9-11 and science screening for grade 11</i>	End of October	EMIS Coordinator
<i>Enter cognitive and creative thinking screening on Gifted tab in PowerSchool for grades 2 and 4</i>	Mid-November	EMIS Coordinator

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<i>Enter new gifted identifications from PSAT and CogAT on Gifted tab in PowerSchool</i>	December	Administrator responsible for gifted education
<i>Enter new gifted assessment and identifications from individual testing and ACT/SAT on Gifted tab in PowerSchool</i>	December	Administrator responsible for gifted education
<i>Enter new acceleration data on FB tab in PowerSchool</i>	January	Administrator responsible for gifted education
<i>Set Student Population code attached to CogELA sections for following school year as GE in PowerSchool</i>	January	EMIS Coordinator
<i>Enter new gifted assessments and identifications from MAP on Gifted tab in PowerSchool</i>	End of January	Administrator responsible for gifted education
<i>Enter new gifted assessment and identifications from individual testing and ACT/SAT on Gifted tab in PowerSchool</i>	May	Administrator responsible for gifted education
<i>Enter new gifted assessments and identifications from MAP on Gifted tab in PowerSchool</i>	June	Administrator responsible for gifted education
<i>Enter new gifted identifications from 11th grade ACT on Gifted tab in PowerSchool</i>	June	Administrator responsible for gifted education
<i>Review EMIS report for accuracy</i>	June	EMIS Coordinator and Administrator responsible for gifted education

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## Appendix B: Forms

### Referral for Gifted Assessment



**Submit completed form to principal.**

By October 31 for testing by  
December

#### Referral for Gifted Testing

Student _____	_____	Date submitted _____
FIRST NAME	LAST NAME	
Grade _____	School _____	
Birthdate _____		
Person making referral _____		
FIRST NAME	LAST NAME	
Parent/guardian phone _____		

**Requested Testing** (\*areas districts are required to assess for giftedness per Ohio law)

- Superior Cognitive Ability\*
- Creative Thinking Ability\*

Academic Talents:

- Mathematics\*
- Reading\*
- Science
- Social Studies

Arts:

- Visual
- Music/vocal
- Music/instrumental
- Drama
- Dance

**Describe the student's abilities/talents, and state why you believe this student may be gifted in the area(s):**

<u>For Principal Use Only</u>	
Principal (initials/sig.) _____	Date referral received _____
Testing recommendation: Cognitive _____	Creative _____
Academic _____	Arts _____
Place form in student's Cumulative File	

# Authorization for Assessment



**Submit completed form to principal.**

By October 31 for testing by December

By March 31 for testing by May

## Authorization to Assess

Student _____	Date _____
submitted _____	
Grade _____	School _____
Birthdate _____	
Parent/guardian _____	

### District assessments that may be administered:

Cognitive Abilities Test (CogAT)  
Assessment

InView Cognitive Abilities

Naglieri Nonverbal Abilities Test (NNAT 3)

Wechsler (WISC-V)

Iowa Assessments

Stanford 10

Terra Nova (3rd Ed.)  
IV)

Woodcock Johnson IV (WJ-IV)

### I authorize trained district staff to administer assessments for the following:

- Gifted identification
- Acceleration consideration
- Educational placement
- Other \_\_\_\_\_

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE

### For Principal Use Only

Principal (initials/sig.) \_\_\_\_\_ Date authorization  
received \_\_\_\_\_

Place form in student's Cumulative File

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## Sample Written Education Plan

*\*\*Structure may vary by grade band*



### WRITTEN EDUCATION PLAN (WEP)

Student Name \_\_\_\_\_

Student ID \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

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**Area(s) and Date(s) of Gifted Identification:** (YYYYMM)

Superior Cognitive Ability: \_\_\_\_\_

Creative Thinking Ability: \_\_\_\_\_

Reading: \_\_\_\_\_ Math: \_\_\_\_\_

Science: \_\_\_\_\_ Social Studies: \_\_\_\_\_

**Special comments related to student interests, learning styles, and present level of functioning:**

**Type of Service Provided:**

**Personnel Responsible for Service:**

**Identification Area Served:**

**Teacher Selected Goal for this Service:**

**Student Selected Goal for this Service:**

**Student Progress Measures:**

Teacher of record will report progress toward goals at the end of each semester based on evidence from class, including, but not limited to, assignments, assessments, projects, observations, and student self-evaluation.



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## Note About Work Missed

Students are not responsible for completing regular classwork assigned in their homerooms while attending their gifted service. This gifted service replaces the regular English Language Arts class. All involved educators will work collaboratively to ensure students do not miss tests in other subject areas or special assemblies or field trips due to attendance in gifted services.

*This Written Education Plan is in effect for the current school year. It will be revised next fall if the student continues in gifted services for which they are eligible. In accordance with Ohio Administrative Code 3301-51-15, WEPS are provided for students receiving formal gifted services and include goals specific to the area of identification connected to that service. Students may be identified in additional areas not currently served or addressed on this WEP.*

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## Gifted Service Withdrawal Form



### Gifted Service Withdrawal Form

**Student Name** \_\_\_\_\_

**Student ID** \_\_\_\_\_

**School** \_\_\_\_\_

**Grade** \_\_\_\_\_

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**Service to be declined or withdrawn:**

☐ CogELA (Grades 4-5)

☐ Gifted section ELA (Grades 6-8)

☐ Math 6/7

☐ Math 7/8

**Reason for decline/withdrawal:**

**Date and summary of meeting(s) between family and school personnel to discuss concerns related to gifted service:**

**Supports or interventions utilized prior to decline/withdrawal and outcomes:**

**Parent/Guardian Acknowledgements (please review and initial by each):**

\_\_\_\_\_ I am choosing to decline/withdraw my student named above from the indicated gifted service(s) for the current school year.

\_\_\_\_\_ I understand my student may not return to the indicated gifted service(s) this school year.

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\_\_\_\_\_ I understand my student will not receive different gifted services in lieu of the one(s) indicated above.

\_\_\_\_\_ I understand I may choose to have my student participate in any and all gifted services for which they are eligible next school year.

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Parent/Guardian Signature

Date

For Principal Use Only

Principal (initials/sig.) \_\_\_\_\_ Date authorization  
received \_\_\_\_\_

Place form in student's Cumulative File

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## Referral for Acceleration Assessment



**Submit completed form to principal.**

By November 1 for January  
placement

### Referral for Acceleration

Student _____	Date _____
submitted _____	
FIRST NAME _____	LAST NAME _____
Grade _____	School _____
Birthdate _____	
Person making referral _____	
FIRST NAME _____	LAST NAME _____

### Type of Acceleration Requested

Subject area \_\_\_\_\_ Whole grade level: From grade \_\_\_\_\_ to grade \_\_\_\_\_

**Acceleration is an option when the student's academic needs are too advanced to be met in the current classroom/grade level: The student already knows the content well enough to skip the entire curriculum and move to the next level without being provided a "compacted" learning experience.**

**Provide reasons why you believe this student should be considered for acceleration:**

- c Consistently high standardized test scores (95th percentile or higher)
- c Superior cognitive ability (intellectually advanced when compared to same age-level peers) Self-motivated, independent learner
- c Demonstrates perseverance when faced with challenges
- c Socially mature for age
- c Highly responsible

**Other specifics supporting this recommendation:**

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<u>For Principal Use Only</u>	
Principal (initials/sig.) _____	Date referral received _____
Place form in student's Cumulative File	
Provide copy to the district administrator who oversees gifted education	

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## Referral for Early Entrance to Kindergarten/First Grade



This completed application must be received by the principal of your child's prospective school **by March 31** for fall placement and **November 1** for January

### Early Entrance to Kindergarten/First Grade Application

Child		
Birthdate		
	FIRST NAME	LAST NAME
Parent/Guardian (print)		
	FIRST NAME	LAST NAME
Street		
Address		

**Formal Schooling/Program Experiences:** List the preschools or special programs attended and attach progress reports and work samples if available.

<u>Preschool or Program</u>	<u>Attendance Dates</u>	<u># of Hrs./Wks./Months</u>
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**Outside Activity Experiences:** List any outside organized activities in which your child participates, and any awards or honors received, if applicable. (sports teams, special classes, faith groups, etc.)

<u>Activity</u>	<u>Attendance Dates</u>	<u># of Hrs./Wks./Months</u>	<u>Honors/Awards</u>
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**Rationale:** State, in general, why you believe your child should be considered for early entrance based on what you know about Ohio law and district policy for early entrance consideration and how you know your child's cognitive, academic, social-emotional, and physical skills.

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**Check the frequency for which your child displays these developmental characteristics:**

<b>Physical and Motor Development</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>N/A</b>
Performs self-help tasks independently (dressing, undressing, zipping, tying, toileting, eating)			
Uses eye/hand coordination to perform fine motor tasks (drawing, writing, and cutting)			
Uses balance and control to perform large motor tasks (walking, jumping, and skipping)			
<b>Personal and Social Development</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>N/A</b>
Shows eagerness to learn (curious, likes to investigate)			
Follows rules and routines (e.g., cleans up after play time)			
Handles change and transition (dinner time to bedtime)			
Interacts easily with one or more children			
Separates easily from parent/guardian			
Has the ability to listen attentively for at least 10 minutes			
<b>Language and Literacy</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>N/A</b>
Listens for meaning in stories, discussions, conversations			
Speaks clearly, to share ideas and thoughts			
Can identify most letters (uppercase, lowercase)			
Can identify some beginning sounds			
Uses some letters and words to write			
<b>Mathematical Thinking</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>N/A</b>

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Can recognize numbers 0-20			
Can orally count forward to 20			
Can recognize, duplicate, and extend simple patterns (circle-triangle, circle-triangle, circle-triangle)			
Can recognize and duplicate basic shapes			
<b>Scientific Thinking</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>N/A</b>
Can describe and sort objects by one or more properties			
Uses the five senses to make observations about the natural world			
<b>Social Studies Thinking</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>N/A</b>
Recognizes self and others as having the same and different characteristics			
Describes roles and responsibilities of people (mom is a doctor; she helps sick people)			
Recognizes rules and reasons for these			
<b>Arts</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>N/A</b>
Likes to paint and draw			
Likes to sing and dance			
Can share ideas about drawing and painting			
Can recognize basic colors			

**Children who are ready for early entrance to kindergarten will exhibit most if not all of these intellectual characteristics. Check those your child displays on a consistent basis:**



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	Understands the meanings and uses of words better than other children my child's chronological age.
	Is curious about many things and often asks questions
	Is very good at working puzzles and solving problems
	Has a good sense of humor and understands jokes more than other children of the same age
	Has a good memory and remembers details of conversations or stories
	Is interested in difficult concepts such as time and space
	Concentrates on certain activities much longer than other children of the same age
	Reads and understands text in picture books and chapter books
	Figures out math-related problems better than children of the same age

<b>School and Academic Factors</b>	
	Enjoys learning new information or skills.
	Participates in community-sponsored activities such as sports, dance, gymnastics, library, museum programs.
	Believes is capable of succeeding at new tasks.

<b>Developmental Factors</b>	
	Has average fine and large motor coordination (i.e., holding a pencil, skipping).
	Able to use the computer to play games or find information.

---

Interpersonal Skills for Entering School	
	Thoughtfully considers feedback and criticism and modifies behavior appropriately.
	Often behaves in a way that is positive and effective.
	Has good interpersonal skills with age-mates, as well as with both older and younger children and with adults.
	Has excellent interpersonal relationships with adults in a teaching role.

Attitudes for Success in School	
	Is enthusiastic about going to Kindergarten/First Grade.
	As a parent/guardian, I am able to give my child additional support at home to help my child transition to a new setting with much higher academic demands than my child encountered in preschool or other programming.

Additional Consideration	
	Has one or more siblings in the grade in which my child will be placed if admitted for early entrance, which may cause social-emotional issues in my family. In this case, acceleration may not be advisable.
	Often did not want to attend or often missed preschool because of illness or family issues.

☐ Yes – I believe my child exhibits a number of the characteristics to indicate my child would benefit from early entrance to school. I do not believe early entrance would negatively impact my child's success in school.

Parent/Guardian (signature)

For Principal Use Only	
Principal (signature) _____	Date Received: _____

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## Sample Written Acceleration Plan



### Written Acceleration Plan

Student _____ Date submitted: _____		
_____	FIRST NAME	LAST NAME
<u>Acceleration:</u>		
Subject _____		
Grade: from _____ to _____		
Early Entrance _____		
Early Graduation _____		
<u>Placement:</u>		
From Grade	Course	Teacher _____
To Grade	Course	Teacher _____

#### Strategies for Successful Transition:

- Assess for missed skills due to acceleration (ongoing)
- Periodic checks to ensure smooth adjustment (ongoing)
- Home study and learning (ongoing)
- Take OST at accelerated level (this school year)
- Notify District EMIS Coordinator for OST registration
- Follow grade-level/course progression (going forward)

#### Responsible:

Teacher for acceleration  
Educators / parents  
Student  
Principal  
Principal  
Involved educators

#### Evaluation Measures:

- Monitor progress and level of success/satisfaction
- Class work and grades at average level or higher student
- Student indicates comfort level and confidence student

Teacher and student  
Teacher and  
Teacher and

**The trial period for this acceleration is the first 6 weeks of the school year. Upon completion of the trial period, the placement will be made permanent unless**

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there are concerns from any committee member. In that case, the acceleration committee will reconvene for further consideration.

Notes:

**Acceleration Committee Members:**

\_\_\_\_\_  
PRINCIPAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
RECEIVING TEACHER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SENDING TEACHER

\_\_\_\_\_  
DATE

\_\_\_\_\_  
GIFTED REPRESENTATIVE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PARENT/GUARDIAN

\_\_\_\_\_  
DATE

\_\_\_\_\_  
OTHER STAFF (Title \_\_\_\_\_)

\_\_\_\_\_  
DATE

or Principal Use  
Only

E

Principal (initials/sig.) \_\_\_\_\_ Date form completed \_\_\_\_\_