



Bay Village City School District Gifted and Enrichment Services Handbook





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INTRODUCTION

Bay Village City School District recognizes the unique needs of gifted learners and is intent upon providing services that best meet those needs. To that end, the district will offer a continuum of services, including a rigorous and advanced curriculum, enrichment experiences, differentiated instructional strategies, and honors and Advanced Placement (AP) opportunities. Gifted services are offered to students who obtain qualifying test scores, as determined by measures approved by the State of Ohio. Based on these scores, the most appropriate placement and delivery of services will be determined to meet student needs. This handbook will outline the specific qualification criteria and various types of services offered under the umbrella of Gifted Education in the Bay Village City School District.

Bay Village Schools' teachers are familiar with the unique needs and developmental characteristics of gifted learners. Continuous professional development related to the needs of gifted learners, including strategies for differentiation and enrichment, is offered to our staff members as they work alongside our team of Gifted Specialists.

For additional clarification or further information regarding any of the topics addressed in this handbook, please contact one of the individuals below:

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GOALS OF THE GIFTED EDUCATION PROGRAM

The philosophy of the Bay Village City School District is that each learner deserves an educational experience appropriate to his or her ability to learn. Following the district philosophy, a continuum of services for gifted and talented learners in kindergarten through grade 12 has been developed.

Gifted Services will:

- Provide exposure to a broad range of educational experiences.
- Allow for the in-depth learning of a self-selected topic.
- Focus on open-ended tasks.
- Nurture intellectual curiosity and promote creative expression.
- Provide opportunities to pursue educational interests using community and global resources.
- Foster inquiry that encourages initiative.
- Develop critical and creative thinking skills.
- Develop multiple ways for learners to share their thinking and apply their knowledge.
- Develop strategies for problem-solving and decision-making.
- Provide a forum for sharing opinions, interests, concerns, and ideas.
- Encourage communication in various forms: oral and written and representational media.
- Offer opportunities for leadership development.
- Provide opportunities to develop responsibility through time management, goal setting, and self-evaluation.
- Establish an environment that encourages and supports intellectual and creative risk-taking.
- Provide the opportunity to explore issues and values in a changing society.
- Encourage the development of self-understanding and becoming self-directed.
- Develop an appreciation for the likenesses and differences between oneself and others.
- Use technology to research, explore ideas, develop new understandings, create original projects, and extend learning.



GIFTED IDENTIFICATION POLICY

Serving Gifted Students in Ohio

The State of Ohio law, OAC 3301-51-15, addresses the issue of identifying gifted children. Gifted students perform, or show potential for performing, at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.

School districts in Ohio are required to identify students in grades K-12 for gifted in the following areas:

- Superior Cognitive Ability
- Superior Academic Ability in math, science, social studies, and language arts
- Creative Thinking Ability
- Visual and Performing Arts Ability including visual art, music, dance, and drama.
(Students must display these abilities at a level superior to that of children of similar age.)

The Bay Village Board of Education Gifted Identification Policy and Plan.

The policy includes the following provisions:

- The district uses assessment instruments on the Ohio Department of Education & Workforce Approved List of Assessments to screen and identify gifted students.
- The district recognizes the unique assessment needs of diverse learners. Children with disabilities, minority and disadvantaged students, and students with limited English proficiency will be included in screening and assessment procedures.
- The district provides two opportunities a year for screening and assessment if requested by teachers, parents, or the student.
- The district reviews transfer student's cumulative records for previously obtained qualifying scores. Additionally, parents of transfer students may request testing, and the assessments will be completed within 90 days of the referral.
- The district will accept scores provided by other school districts or trained personnel outside the school district, provided the assessment instruments are on the approved state list.
- The district will notify parents of the results of any assessments within 30 days of completion.
- The district will accept an appeal from parents within 30 days of the district's notification of results.

The Bay Village Board of Education Policy for Gifted Education and Identification is available [here](#).



SCREENING AND ASSESSMENT

All districts in the State of Ohio must provide whole-grade screenings in the areas of superior cognitive ability, specific academic ability reading/writing, specific academic ability mathematics, and creative thinking ability once during the K-2 grade band and once again during the 3-6 grade band. Districts must use assessments approved for gifted identification to meet this requirement. The table below outlines the assessment instruments used in the Bay Village City School District.

The Ohio Department of Education & Workforce established assessment instruments for screening and identification, which can be found on their [List of Approved Assessments](#).

Whole Grade Level Nationally Normed Assessments

2nd Grade	CogAT Ability Test & IOWA reading and math
4th Grade	CogAT Ability Test & IOWA reading and math
6th Grade	CogAT Ability Test
8th & 9th Grade	PSAT 8/9
10th & 11th Grade	PSAT/NMSQT
11th Grade	SAT

Superior Cognitive Ability

- CogAT score of 127 or higher = state identification for gifted.

Specific Academic Ability

- IOWA math composite score of 95th percentile or higher = state identification for gifted.
- IOWA reading composite score of 95th percentile or higher = state identification for gifted.

CogAT Test

The *Cognitive Abilities Test (CogAT)* provides a snapshot of your child's reasoning abilities in the areas of verbal, quantitative, and nonverbal functioning. The three separate batteries provide a broad perspective on each student's learned reasoning abilities, identifying cognitive strengths and weaknesses.

Iowa Achievement Tests

The *Iowa Assessments* provide information that will assist teachers with understanding the current performance levels of each student. The *Iowa Assessments* help determine how students are performing on national standards. These assessments measure achievement in important content areas including Vocabulary, Reading, and Mathematics.



PROCEDURES FOR GIFTED REFERRAL

Gifted identification is an ongoing process. Bay Village City School District identifies students through both whole-grade screening and individual referrals. Parents or teachers can refer students for assessment. [Referral forms](#) are available on the district website.

Once all assessments are complete, the district provides parents with written notification of results as soon as possible, but within 30 days of receiving those results. Additionally, district personnel providing regular classroom instruction and/or services to identified learners are notified of the learners' areas of giftedness. When service criteria are met, learners are placed as soon as practicable.

Parents may appeal in writing their student's assessment results or service placement. Those appeals must be received within 30 days of the district's notification of results. Appeals are sent to the superintendent or their designee.

PROCEDURES FOR ACCELERATION REFERRAL

Academic acceleration is when a student is placed in a higher grade level than is typical given the student's age for the purpose of providing the student access to appropriately challenging learning opportunities. Accelerations are thoughtfully considered by an acceleration team on a case-by-case basis.

The process for acceleration is as follows:

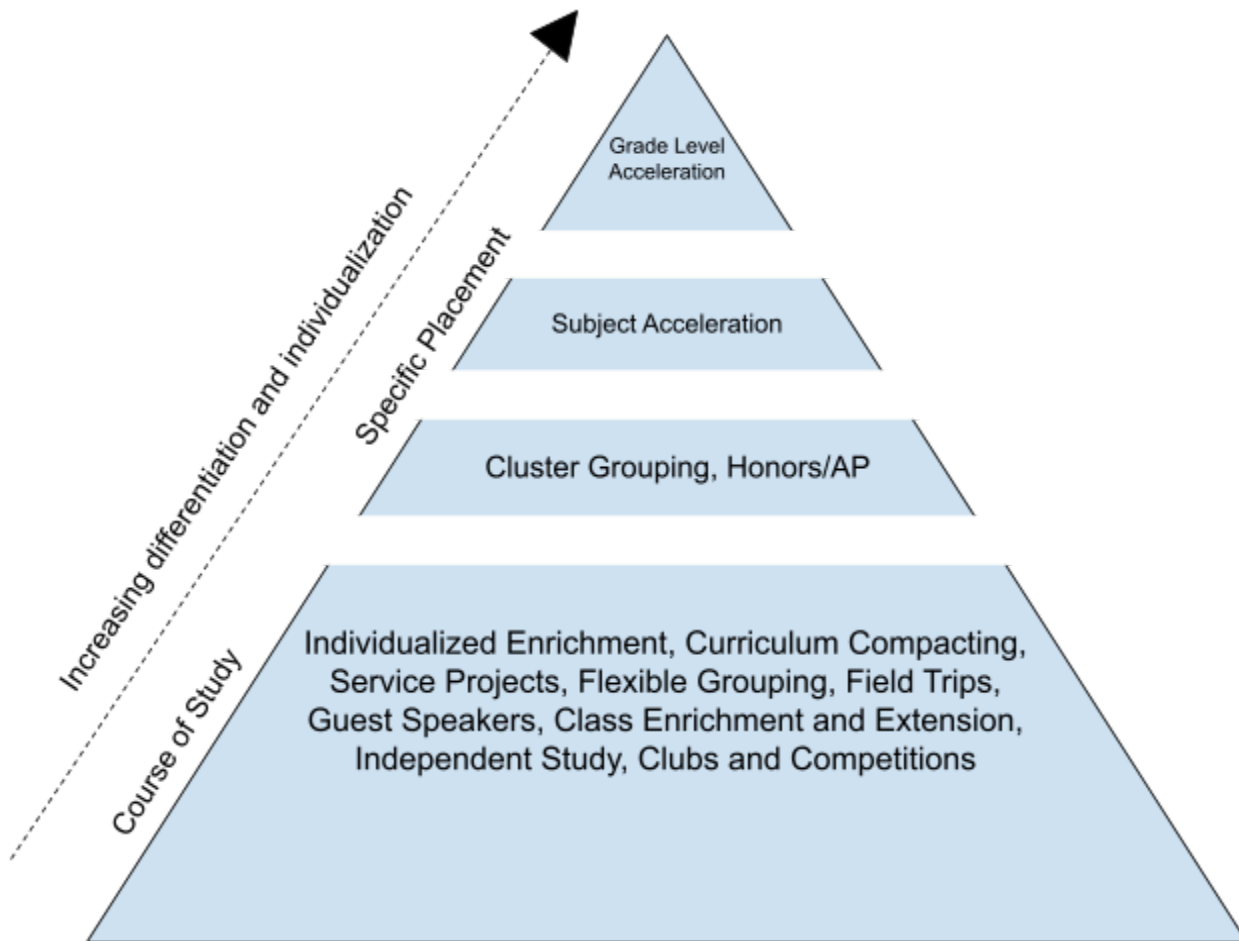
- Complete the [Acceleration Referral Form](#) or [Early Entrance to Kindergarten Form](#) and submit it to the building principal.
- The principal or designee will send forms to the gifted coordinator to arrange for appropriate testing.
- The gifted coordinator uses *The Iowa Acceleration Scale (3rd edition)* evaluation tool to guide parents, teachers, and principals when weighing all the factors in a decision to accelerate.
- The gifted coordinator will gather information from the student and educators (current teachers, receiving teachers, principal, counselors, etc).
- The gifted coordinator will make arrangements for the parents and teachers to meet as a team.
- The team will review the data collected, discuss the results of assessments, and make recommendations.
- If the student is accelerated, the gifted coordinator will write a Written Acceleration Plan (WAP) outlining the service and strategies for success in the accelerated placement.

Acceleration includes four different practices:

- **[Early Entrance to Kindergarten](#)** - A student who does not meet the birthday cutoff date (5 years of age on or before August 1st) for Kindergarten.
- **Single Subject Acceleration** - The student skips a grade level of instruction in one subject, but remains in his or her regular grade level for other subject areas. For example, the child may be a 5th-grade student but goes to a 6th-grade math class for instruction and then returns to 5th grade for instruction in all other subjects.
- **Whole Grade Acceleration** - The student skips an entire year of school instruction. For example, a child moves from 3rd to 5th grade and completely skips 4th grade.
- **Early Graduation** - A student who has not completed the 12th-grade year, but has completed district graduation requirements ending his or her K-12 school career earlier than expected.

The Board of Education adopts the Ohio Department of Education & Workforce [Model Student Acceleration Policy for Advanced Learners](#) and all procedures will be those described in the model policy and supersedes any relation provision of any written district policy. [Board Policy 5411 - Acceleration](#).

CONTINUUM OF GIFTED AND ENRICHMENT SERVICES





GIFTED SERVICES

The following guidelines have been developed to ensure the use of fair and consistent criteria throughout the placement process. It is important to keep in mind that the Bay Village City School District provides a full continuum of services for meeting the needs of gifted learners, including rigorous and advanced curricula and classes, enrichment experiences, differentiated instructional strategies, individualized projects and assignments, and gifted services.

Grades K-2 - Enrichment Services

All teachers have completed professional development in the area of gifted education and are equipped to meet higher-level student needs. The gifted coordinator will collaborate with classroom teachers to plan and implement differentiated lessons and activities in their classrooms. The lessons will focus on intellectual, academic, creative thinking, and independent skills.

Grades 2-8 - Gifted Academic Placement

Criteria for gifted services include a score at the 95th percentile or higher in Math and/or Reading or a Cognitive score of 127 or higher. Students are placed in cluster classrooms to provide for extension and enrichment opportunities within the classroom. All teachers have completed professional development in the area of gifted education and are equipped to meet higher-level student needs. The gifted specialist collaborates with classroom teachers to plan and implement differentiated lessons and activities with groups of identified students.

Gifted service delivery features a multitude of options, which may include:

- Co-taught instruction
- Small group, pull-out services
- Enrichment and extension opportunities throughout the course

Grades 9-12 - Academic Placement Options

In the state of Ohio, if a child enrolls in a specialized course in an area in which they have been identified as gifted, it is considered a form of service. Students have the opportunity to participate in the following courses: honors-level coursework, Advanced Placement (AP) classes, or College Credit Plus (CCP). Gifted services include instruction that is differentiated from the standard curriculum in depth, breadth, complexity, pace, and/or content.



SERVICE PLANS

Written Education Plans (WEPs)

Each year a Written Education Plan (WEP) is developed for every identified gifted student who receives services through Bay Village's Gifted Education Department. The WEP is designed to guide the planning and delivery of differentiated instruction. Student progress toward WEP goals is conveyed to parents through quarterly report cards and teacher feedback on assignments.

WEP goals support differentiation in several ways, including:

- Level is advanced to ensure rigor.
- Pace is adjusted to accommodate faster learning rates.
- Complexity requires students to analyze or integrate several ideas.
- Depth encourages students to explore a topic in more thoughtful detail.

Written Acceleration Plans (WAPs)

Districts must provide all students recommended for acceleration with a Written Acceleration Plan (WAP). The WAP describes the transition plan and supports the successful implementation of an acceleration. After the successful completion of the transition period established in the WAP, an acceleration becomes a permanent placement. Student records are updated accordingly. The student progresses through the K-12 curriculum with a new cohort unless referred for further acceleration.

For students needing subject acceleration that may require placement in another building, transportation shall be provided between the student's home school and the school in which the service is being delivered.

For example, an eighth-grade student at Bay Middle School may take a math class at the high school. If the student starts their day at Bay High School, transportation would be provided to bring the student from the high school to their middle school for the remainder of the school day.



Principles of a Differentiated Curriculum

These curriculum principles were developed by the Curriculum Council of the National Leadership Training Institute on the Gifted and the Talented. Our program for the academically gifted learner aims to create an academically defensible experience by incorporating these 13 principles. There are four core areas for these guiding points: Content, Process, Product, and Affect.

CONTENT

- Present content related to broad-based issues, themes, or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within an area of study.

PROCESS

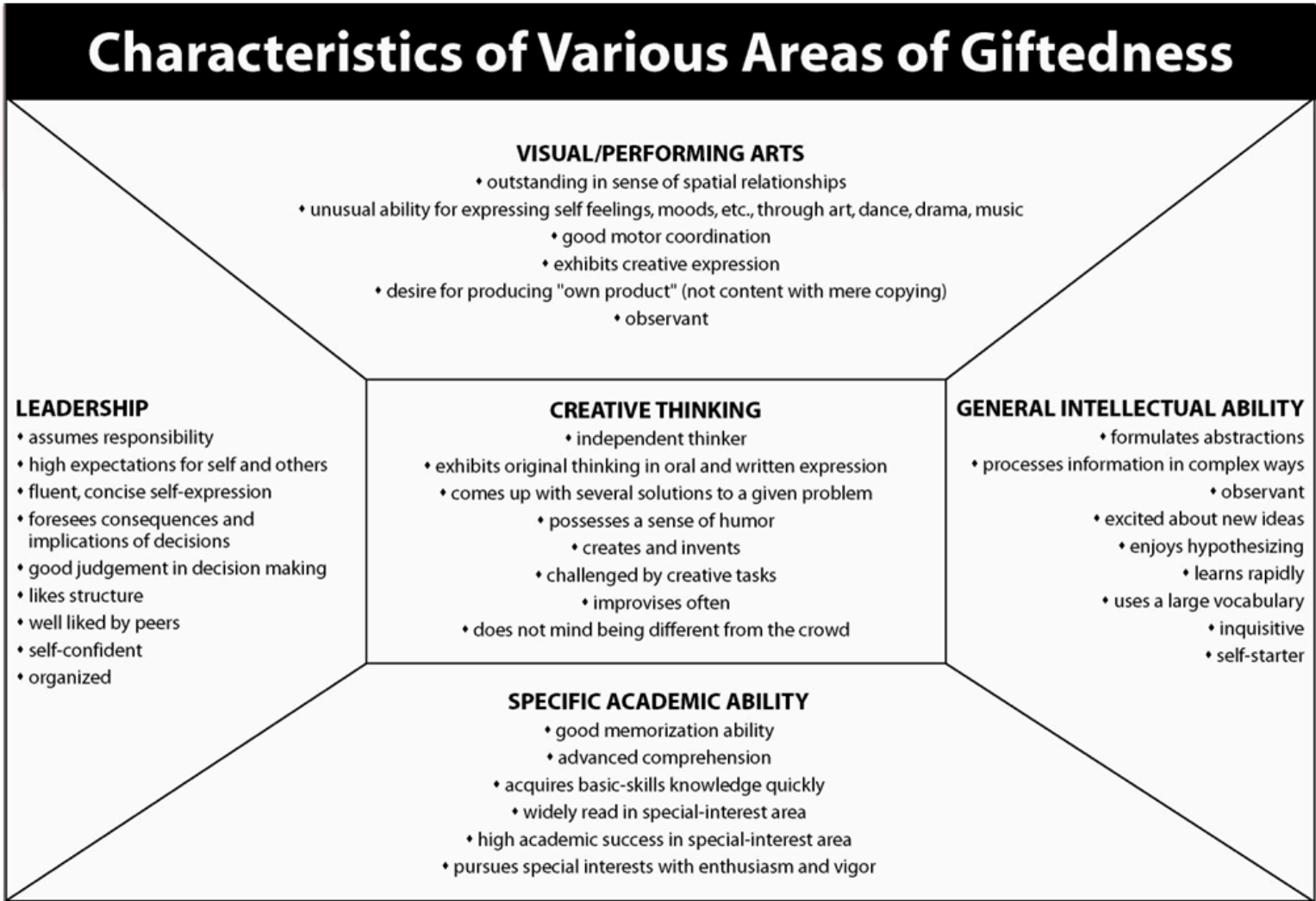
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract, and/or higher-level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher-level thinking skills into the curriculum.

PRODUCT

- Encourage the development of products that challenge existing ideas and produce "new" ideas.
- Encourage the development of products that use new techniques, materials, and forms.

AFFECT

- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, and appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced, and/or standardized instruments.



Copyright [National Association of Gifted Children](#)

Additional Resources

 <p>Department of Education & Workforce</p>	<p><u>ODE Gifted Education Website Resources for Parents of Gifted Children</u></p>  <p><u>Ohio Association for Gifted Children</u></p>
 <p><u>Help Your Bright Child Thrive</u></p>	 <p><u>CODE.org</u></p>
 <p><u>Mensa for Kids</u></p>	 <p><u>Hoagies' Gifted Education Page</u></p>



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