

## CHARACTERISTICS OF GIFTED CHILDREN

Gifted children exhibit multiple talents in a variety of combinations. Some of their distinguishing characteristics include, but may not be limited to the following:

- Perceptive inquiring mind
- Intellectual curiosity and insight
- Strong sense of ethics and values
- Critical of fact and argument
- Ability to deal with abstractions
- Capacity to learn at a fast pace
- Articulate, extensive vocabulary
- Advanced sense of humor
- Divergent thinking ability
- Demonstration of creativity
- Persistent goal-directed behavior
- High initiative
- Strong self-expressive abilities
- Seeing the familiar in unusual ways
- Strong leadership skills

**Visit the BCSD district website at:**

<http://www.barbertonschools.org/GiftedProgram.aspx>

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### **Barberton Board of Education**

Dave Polacek, President  
Tina Ludwig, Vice-President  
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## DISTRICT POLICY FOR THE IDENTIFICATION OF AND SERVICES FOR STUDENTS WHO ARE GIFTED

*Revised 2025*

### DEFINITIONS

Ohio Revised Code Section 3324.01

(B) "Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under Division (A), (B), (C), or (D) of Section 3324.03 of the Revised Code.

### IDENTIFICATION

Screening and Assessing

The district utilizes both whole-grade testing (2<sup>nd</sup> and 4<sup>th</sup> grade) as well as individual testing based upon the referral guidelines established by the Board of Education. Parents will be notified within 30 days about the results of any screening or assessment instrument. The Barberton City School District utilizes various assessments chosen from the "Chart of Approved Gifted Identification/Screening Instruments" provided by the Ohio Department of Education & Workforce. These tests are administered by qualified personnel. These assessments have been chosen based upon their ability to reflect the aptitude/achievement of our entire student population including special populations, economically disadvantaged, culturally diverse and those with physical and sensory disabilities. Refer to "Assessment Instruments Used for Gifted Identification" for more information on testing instruments.

### Whole Grade Screening

Currently whole grade screening is completed in 2<sup>nd</sup> and 4<sup>th</sup> grade for superior cognitive identification using the Cognitive Ability Test (CogAT). Students obtaining a district-determined cut-off score, but not an identification score, will be referred for further testing. Parents must be notified within 30 days of the results of screening scores and parental permission must be obtained for further testing. Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and the student's educational needs are determined. Grades 2-10 are screened with the Measure of Academic Progress (MAP) assessment for Reading and Math.

### Referral

Testing/Identification - Individuals wishing to refer a student for testing should contact either the building principal or Gifted Coordinator for the proper forms and procedures. The district shall provide at least two opportunities per year for assessment for children referred by teachers or parents.

### Transfer

The Barberton City School District accepts scores on assessment instruments, approved for use by the Ohio Department of Education, by other school districts or by trained personnel outside the school district. The District ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent.

### Appeals Procedure

Ohio Revised Code Section 3324.04

(C) Parents have an opportunity to appeal any decision about the results of any screening procedure or the scheduling of children for assessment, or the placement of a student in any program for the receipt of services. To appeal, contact the building principal.

## **SERVICES**

### Criteria for Services

Ohio does not mandate services for gifted students. Each district must determine what services, if any, will be provided as well as the criteria for qualifying for such services.

#### Grades 3-5

Gifted services are provided in a gifted-cluster classroom by a gifted intervention specialist or by a regular classroom teacher who receives high-quality professional development and support from the gifted coordinator.

## **SERVICES** *(Continued)*

### Grades 6-8

Accelerated classes are provided in grades 6-8 for students identified as Superior Cognitive and/or as gifted in Reading or Math. Classes are taught by a Gifted Intervention Specialist or a regular classroom teacher who receives high quality professional development and receives support from the gifted coordinator.

### Grades 9-12

There are many options for challenging coursework and extra-curricular activities. These include the Honors Team, Advance Placement courses, and College Credit Plus college courses. Please refer to the high school course catalog and guidance department for details.

### Acceleration

Refer to the District Acceleration Policy for more information about subject and whole-grade acceleration options and procedures. Again, this information can be obtained from the building principal or Gifted Coordinator.

## **WRITTEN EDUCATION PLANS (WEP)**

Students who receive services (as described in Services section) will annually have a Written Education Plan (WEP) designed by the Gifted Intervention Specialist and Gifted Coordinator outlining the following:

- Appropriate services needed
- Goals for learning
- Methods of evaluating progress
- Educators delivering the services
- Guidelines for re-scheduling of tests and assignments/homework waivers
- Deadline for next WEP

A copy of the WEP will be provided to parents annually and when modified.

## **WITHDRAWAL**

Withdrawal from gifted programs or services within the Barberton City School District may be initiated at the request of parent(s) or staff of the school if the services are not appropriate and beneficial for the identified student. The student will be withdrawn after a written request has been submitted and discussed by staff members and parent(s).