BROOKLYN CITY SCHOOL DISTRICT

Tradition, Pride, Excellence

Gifted, Acceleration, and Early Entrance District Plan

2025-2026

Adopted by Brooklyn Board of Education _____, 2025

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DEFINITION OF GIFTED

"Gifted" is defined as "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 Ohio Revised Code".

BROOKLYN CITY SCHOOLS BOARD POLICY

Board Policy 2464: Gifted Education and Identification

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

The Board of Education strives to provide high quality educational experience for all students commensurate with their ability. Children who are gifted in the District must be provided opportunities to progress as their abilities permit. The Board supports differentiated educational services and experiences in order to reach their potential.

Annually, children who are gifted are identified by professional qualified persons using a variety of approved assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program. The Board ensures that there will be equal opportunity for all children identified to receive any or all appropriate services offered by the District.

The Board directs the Superintendent or his/her designee to develop an identification plan and follow the identification eligibility as prescribed in Ohio Revised Code 3324.03 and Ohio Department of Education Operating Standards for Identifying and Serving Gifted Students, Ohio Administrative Code 3301-51-15.

The District shall identify children of the District, in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

A. Superior Cognitive Ability

B. Specific Academic Ability in One (1) or more of the following content areas:

1. Mathematics
2. Science
3. Reading, writing, or a combination of these skills; and/or
4. Social Studies

C. Creative Thinking Ability
D. Visual or Performing Arts Ability such as music, dance, theatre, or the visual arts.

Note: please refer to Ohio Revised Code 3324.03 for specific requirements for each area.

The District shall use only those instruments approved by the Ohio Department of Education for screening, assessment, and identification of children who are gifted as provided in the Assessment Instruments for the Identification of Children Who Are Gifted.

The District shall accept scores on assessment instruments approved for use by the Ohio Department of Education provided by other school Districts and appropriately trained personnel outside the school District.

REFERRALS

The District ensures that there are ample and appropriate scheduling procedures for assessment and re-testing using:

- group ability/achievement tests,
- individual ability/achievement tests,
- audition, performance,
- display of work; and
- checklists

Children may be referred on an ongoing basis; based on the following:

- self-referral (student request),
- teacher referral,
- parent/guardian request,
- student referral of peer, others familiar with a student's potential or performance (e.g., psychologist, school counselor, principal, gifted coordinator, community member; and
- performance on district-wide standardized tests of ability and achievement.

Referral form is available on the District website or by request to the gifted coordinator.
Upon receipt of a referral, the District will:

- secure permission from the parent and/or guardian for testing,
- schedule the student for assessment; and
- provide for at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students.

After assessment for screening/identification:

- notify parent and/or guardian about the results of any screening or assessment instrument within 30 days; and
- notify the parent and/or guardian about the appeal procedure

SCREENING, ASSESSING AND IDENTIFICATION

The Brooklyn City School District uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the area of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

STAGES OF ASSESSMENT	
STAGE I: PRE-ASSESSMENT The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, group test scores, portfolios, observations, review of student records, and outstanding products or performances. All students are included in the pre-assessment process. By using the pre-assessment process, the District ensures equal access to screening and further assessment by all District students, including culturally diverse, those from low socioeconomic backgrounds, those with disabilities and those for whom English is a second language.	
STAGE II: SCREENING The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. District-determined cut-off scores that move students from the screening stage to the assessment stage are lower than the scores necessary for identification. This approach, we believe, helps to ensure that no potentially gifted student goes unidentified. This process aims to *include*, rather than *exclude*, students in the screening pool for identification. District-determined cut-off scores are noted next to each test that is used for screening. The District cut-off score is lower than the state identification score. Parents must be notified within 30 days of receipt of the results of the screening. Assessment and reassessment is an ongoing process in the Brooklyn City School District. Whole-grade screening for superior cognitive ability is completed in grades 2 and 5 using the Naglieri Nonverbal Abilities Test, Third Education (NNAT-3). Whole-grade screening for specific academic identification using the MAP Growth Math and Reading is completedtimes per year in grades 2 through 8. All referrals received from the pre-assessment stage for potential identification in creativity and/or visual/performing arts are automatically considered using the appropriate instruments/exhibits.	
STAGE III A: IDENTIFICATION Students who meet the state criteria for identification (per ORC 3324.03) are identified at the end of the screening process. The District will then determine eligibility for possible services (see possible services provided in document).	
STAGE III B: ASSESSMENT (Second Testing) When the results fall below the state criteria for identification but at or above the District score, the student moves to the next stage of the identification process which is called assessment (second testing).	
Identification Students who meet the state criteria for identification (per ORC 3324.03) are identified at the end of the screening process or after reassessment. Parents will be notified within 30 school days of receipt of the additional assessment results.	**Does Not Qualify** If the student is not identified if s/he fails to meet the state criteria for identification based on the retest. Parents are notified within 30 days of receipt of the additional assessment results **Appeal Procedure** A parent and/or guardian can appeal the decision by submitting a written notification to the gifted coordinator

An individual assessment is administered by a licensed or certified school psychologist or licensed psychologist. Tests that allow for Group administration can be done by the Gifted Coordinator and/or trained teaching staff. The Brooklyn City School District may contract with any qualified public or private

service provider to provide the assessment services. Once an 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 and services are determined.

The Brooklyn City School District must recognize any qualifying scores from any assessment approved for gifted identification on the Ohio Department of Education annual List of Approved Assessments, including any qualifying scores from any standard administration of approved assessments designed for multiple administrations.

SPECIAL POPULATIONS

The Brooklyn City School District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English language learners, economically disadvantaged, homeless, students with disabilities or any other special circumstances will not be excluded from potential gifted identification in any manner.

Assessment instruments and conditions shall be used that are appropriate for each student. For example, an ELL student may be assessed using a nonverbal assessment instrument. If necessary, translators shall be secured for students who need that accommodation. Tests that are valid for special populations shall be used for students from diverse backgrounds. All tests used must be on the current *Chart of Approved Gifted Identification/Screening Instruments*, Ohio Department of Education.

RETESTING

The Brooklyn City School District aims in its identification process to not exclude students from identification. Occasionally, another assessment instrument is used when the results from the second testing are still inconclusive. All parents, at any time, may have an outside trained examiner test a child using instruments approved by the State of Ohio, at the parents' expense.

Children who have requested assessment or who have been recommended for assessment by teachers, parents, or other children are provided at least two opportunities a year for assessment. Once a student has been identified, the identification is permanent. To discuss retesting, please contact the Gifted Coordinator.

APPEAL PROCESS

An appeal by the parent and/or guardian is the reconsideration of the results of any part of the identification process which would include:

- Screening procedure or assessment instrument which results in identification
- The scheduling of a student for assessment
- The placement of a student for services
- Receipt of services

Parents should submit a letter to the gifted coordinator, outlining the nature of the concern. The gifted coordinator will convene a meeting with the parent, which may include other school personnel. A written final decision will be issued within 30 days of the appeal and include the reasons for that decision.

TRANSFER STUDENTS

Any student transferring into the District will be assessed within 90 days of the transfer at the request of the parent. This request can be made in writing to either the building principal or gifted coordinator. The District shall send the parent and/or guardian a referral form as well as permission to test paperwork.

If a student was previously identified in Ohio or another state, parents and/or guardians need to contact the gifted coordinator. Once a student has been identified in Ohio, there is no need to re-identify a student for identification or gifted services. Parents and/or guardians are encouraged to share past Written Education Plans and other pertinent records with the gifted coordinator. The Brooklyn City School District accepts outside testing data that follows Ohio Revised Code 3324.01-.07.

ASSESSMENT INSTRUMENTS

The Brooklyn City School District only uses assessment instruments for screening and identification approved by the Ohio Department of Education. To ensure that the test results accurately reflect each student's aptitude or achievement level, tests have also been included that will allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities and English language learners. When necessary, tests are administered in a student's native language if interpreters are available.

The following tests are used in the District for screening and identification. The Brooklyn City School District acknowledges the standard error of measure (SEM) on these tests in generating eligibility scores. Initial identification must be based on an identification instrument result no older than 24 months.

Please refer to specific information from Ohio Revised Code 3324.01.

SUPERIOR COGNITIVE ABILITY

Within the preceding 24 months, the child has:

a. scored 2 standard deviations above the mean (minus the standard error of measurement), on either an approved individual standardized intelligence test administered by a licensed psychologist or on an approved standardized group intelligence test,
b. performed at or above the 95th percentile on the composite battery of an approved, nationally normed achievement test or,
c. attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

Group Intelligence Test:

INSTRUMENT	GRADE LEVEL	REASSESSMENT	IDENTIFICATION CRITERIA
Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3)	Grades K-4 Grades 5-7 Grades 8-10 Grades 11-12	125 124 125 126	126 125 126 127

Individual Intelligence Tests:

INSTRUMENT	GRADE LEVEL	REASSESSMENT	IDENTIFICATION CRITERIA
Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3)	Grades K-4 Grades 5-7 Grades 8-10 Grades 11-12	125 124 125 126	126 125 126 127
Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities	Grades K-12	126	127
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Full-Scale IQ (FSIQ)**	Grades K-12	126	127

***The GAI, NVI, VECI, or EFI will be used when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #1*

Brooklyn City Schools reserves the right to substitute another approved test by the Ohio Department of Education for gifted assessment during the duration of this plan for either individual or group assessment.

SPECIFIC ACADEMIC ABILITY

Within the preceding 24 months, the child has:

a. performed at or above the 95th percentile at the national level on an approved individual standardized achievement test of specific academic ability in that field (mathematics, science, reading, writing or a combination of both, or social studies),
b. performed at or above the 95th percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.

Group Achievement Test:

INSTRUMENT	GRADE LEVEL	REASSESSMENT	IDENTIFICATION CRITERIA
Measures of Academic Progress (MAP) Growth 2-5 & Growth 6+	Grades: 2-5 Grades: 6-10	94th Percentile	95th Percentile
SAT (Math and Reading)	Grade 11		95th Percentile
PSAT 8/9	Grade 8-9		95th Percentile
PSAT 10, PSAT/NMSQT	Grade 10-11		95th Percentile

Individual Achievement Test:

INSTRUMENT	GRADE LEVEL	REASSESSMENT	IDENTIFICATION CRITERIA
Woodcock-Johnson IV (WJ IV) Tests of Achievement	Grades: K-12	94th Percentile	95th Percentile

VISUAL OR PERFORMING ARTS ABILITY

A child shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the child has done both of the following:

a. demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
b. exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area. These areas are drawing, painting, sculpting, music, dance and drama.

Instruments Used:

Visual Arts Ability (drawing, painting, sculpting)		
Instrument	Reassessment	Identification Criteria
Display of Work (Visual Art) Ohio Department of Education Rubric	16-20	21-24
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) - Artistic Talent Checklist	12-17	18

Drama/Theater Identification		
Instrument	Reassessment	Identification Criteria
Display of Work (Performance) Ohio Department of Education Rubric	16-19	20-24
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) - Artistic Talent Checklist	12-17	18

Music Identification		
Instrument	Reassessment	Identification Criteria
Display of Work (Visual Art) Ohio Department of Education Rubric	14-17	18-21
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) - Artistic Talent Checklist	12-17	18

Dance Identification		
Instrument	Reassessment	Identification Criteria
Display of Work (Performance) Ohio Department of Education Rubric	20-25	26-30
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) - Artistic Talent Checklist	12-17	18
Ohio Checklist of Artistic Behavior - Dance	29-31	32

Note: The Ohio Department of Education's Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts shall be used during the identification process in this category. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the particular arts area(s).

CREATIVE THINKING ABILITY

The identification for Creative Thinking Ability involves a two-pronged process because the student is evaluated for cognitive abilities and for creative characteristics. A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months; the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test **and** also did either of the following:

a. Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; **or**
b. Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.

Instruments Used: Cognitive Ability Requirement

The Creative Thinking Ability identification requires the following:

1. Scores one standard deviation above the mean, minus the standard error of measurement, on an approved standardized individual or group intelligence test; and
2. A qualifying score on an approved checklist of creative behaviors

Group/Individual Intelligence Tests:

INSTRUMENT	GRADE LEVEL	QUALIFYING SCORE (intelligence test component)
Naglieri Nonverbal Abilities Test, Third Edition (NNAT-3)	Grades K-4 Grades 5-7 Grades 8-10 Grades 11-12	110 109 110 111
Woodcock-Johnson IV (WJIV) Tests of Cognitive Abilities	Grades K-12	112
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), Full-Scale IQ (FSIQ)**	Grades K-12	112

***The GAI, NVI, VECI, or EFI will be used when appropriate per the WISC-V Technical and Interpretive Manual and WISC-V Technical Report #1*

Individual Checklist of Creative Behaviors:

INSTRUMENT	GRADE LEVEL	SCREENING CRITERIA	IDENTIFICATION CRITERA

Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2)	Grades K-12	90-110	111

Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.

GIFTED AND TALENTED SERVICE PLAN

The District ensures equal opportunity for all students identified as gifted to receive services offered by the District. Service placement criteria shall be consistently applied as specified in the screening and identification criteria. The same services will be consistently offered at each grade level and all buildings at those grade levels to all qualifying children. The criteria used may not discriminate on the basis of race, gender, ethnicity, disability status, first language or socio-economic status. Placement for District services shall match the service criteria used in determining eligibility. The Brooklyn City School District acknowledges that gifted students have diverse needs and aims to offer a continuum of services as appropriate for students.

All gifted services in the Brooklyn City School District shall be delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code. Districts are required to identify gifted students. However, school districts are not required to provide gifted education services. The Brooklyn City School District strives to offer a continuum of services to serve the diverse needs of gifted students within the available resources.

CONTINUUM OF GIFTED AND TALENTED SERVICES

Grades	Program Options
Kindergarten – 2nd Grade	No direct gifted services are offered for grades K-2. Talent development activities and enrichment centers will be provided to classroom teachers by the gifted intervention specialist. The Gifted Intervention Specialist will work with the classroom teacher to offer the following resources as needed: Enrichment: Enrichment opportunities that may occasionally occur may include, but are not limited to: a. methods to stimulate high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving; b. oral, written, and artistic expression; c) in depth study of a topic through open-ended tasks, and products that reflect complex abstract, and/or higher level thinking skills (Project-Based Learning). Differentiation: Curriculum is differentiated in one or more of the following ways:

	a. modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and, b. modifying or replacing assignments and projects with alternatives based on the student's needs and abilities. Acceleration: grade acceleration and/or subject acceleration service settings are determined by the acceleration team
Grades 3-4	**Students identified as gifted in reading and/or superior cognitive ability will be clustered in an English Language Arts classroom co-taught by the Gifted Intervention Specialist to work on a standards aligned compacted curriculum 5 times a week during reading instruction. In the classroom, the gifted identified students are clustered with students of similar ability to support gifted needs and streamline differentiation. The Gifted Intervention Specialist will work with the classroom teacher and students to offer the following support options as needed:** Enrichment: Enrichment opportunities that may occasionally occur may include, but are not limited to: c. methods to stimulate high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving; d. oral, written, and artistic expression; c) in depth study of a topic through open-ended tasks, and products that reflect complex abstract, and/or higher level thinking skills (Project-Based Learning). Differentiation: Curriculum is differentiated in one or more of the following ways: c. modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and, d. modifying or replacing assignments and projects with alternatives based on the student's needs and abilities. Social Emotional Support: a. Learning and understanding one's own thinking, b. providing opportunities to learn organizational, study and planning strategies c. Understanding what it means to be gifted d. Learning how to self-reflect Acceleration: grade acceleration and/or subject acceleration service settings are determined by the acceleration team
Grades 5-7	Students identified as gifted in superior cognitive ability, creative thinking ability, reading, and/or math and who meet the course criteria are provided with differentiated and compacted coursework in advanced math and/or advanced ELA (co-teach with GIS) to enhance their academic experience in a more rigorous setting with high ability students. High quality professional development for instructors is provided by a certified gifted intervention specialist. The Gifted Intervention Specialist will work with the classroom teacher to offer the following support options as needed: Enrichment: Enrichment opportunities that may occasionally occur may include, but are not limited to: e. methods to stimulate high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving;

	f. oral, written, and artistic expression; c) in depth study of a topic through open-ended tasks, and products that reflect complex abstract, and/or higher level thinking skills (Project-Based Learning). Differentiation: Curriculum is differentiated in one or more of the following ways: e. modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and, f. modifying or replacing assignments and projects with alternatives based on the student's needs and abilities. Social Emotional Support: e. Learning and understanding one's own thinking, f. providing opportunities to learn organizational, study and planning strategies g. Understanding what it means to be gifted h. Learning how to self-reflect Acceleration: grade acceleration and/or subject acceleration service settings are determined by the acceleration team
Grades 8-12	Students identified as gifted in superior cognitive ability, creative thinking, reading, math, science, social studies and/or visual art have opportunities for gifted services (bulleted below) through selections that align with their area of gifted identification. High quality professional development for instructors is provided by a certified gifted educator for required courses. ● Honors courses ● AP (Advanced Placement) courses ● CCP (College Credit Plus) courses ● Services through a trained arts instructor ● Acceleration: grade acceleration, early graduation, and/or subject acceleration services settings are determined by the acceleration team

An individual Written Education Plan is created for each identified student receiving gifted services in compliance with the State Operating Standards.

Specific Academic Ability - Kindergarten through twelfth grade: The Brooklyn City Schools seeks to identify students who have specific academic ability in math, science, reading, and/or social studies. The Gifted Intervention Specialist may serve as a resource for general education teachers for the purpose of helping meet the needs of children with specific academic identification. A child who has an aptitude in a specific subject area that is consistently superior can profit from differentiated instruction and may need subject acceleration.

Ohio's Academic Content Standards recognizes that students develop at different rates and clearly state that if they can exceed grade level indicators; they must be afforded the opportunity to do so. This provides teachers the flexibility to modify or differentiate instruction for students in which the

- level is advanced to ensure challenge,
- pace is adjusted to accommodate faster learning rates,
- complexity requires students to analyze or integrate several ideas, and
- depth encourages students to explore a topic in more thoughtful detail.

PARTICIPATION/ADJUSTING OR WITHDRAWING FROM SERVICES

Although a child is identified as gifted, the decision to participate in any gifted service option always remains with the parent and/or guardian. If a parent and/or guardian wishes to decline services for their child(ren), the parent or guardian should check the appropriate box on the form on the WEP and return the form to the Gifted Coordinator. If at any time a parent wishes to withdraw his or her child(ren) from gifted services, the request should be made in writing to the Gifted Coordinator. Appropriate withdrawal forms must be completed. Should a parent prefer that his or her child participate in gifted services during another academic year, reinstating services can be easily accomplished by contacting the Gifted Services Coordinator or Gifted Intervention Specialist and does not require retesting.

WRITTEN EDUCATION PLAN (WEP)

Brooklyn City Schools utilizes a Written Educational Plan (WEP) that provides the following:

- Specific Measurable Goals aligned to the student's area(s) of identification and Ohio Learning Standards each service to be provided
- Methods for evaluating progress toward goals specified
- Method and schedule for reporting progress to parents
- Staff responsible for ensuring delivery of each service prescribed
- Policies regarding waiver of assignments and re-scheduling of tests
- Deadline for next review of WEP
- An explanation of how the services meet the student's documented strengths, educational needs, and goals

WEPs will be reviewed and updated annually with input from all teachers providing gifted services to the student. A copy of the WEP is made available to parents and staff responsible for providing services.

WEP progress is shared with parents periodically during the school year, typically at conferences, or as stated in the WEP. It is important to note that the WEP is not an IEP (Individualized Education Plan) and does not follow procedures as outlined in federal law for special education.

Enrichment:

The Brooklyn City Schools aims to provide as many enrichment opportunities as possible to students. The District strives to support the diverse needs of gifted and talented students via a continuum of opportunities both in and out of the classroom as resources permit.

Homework Waiver Procedures:

In the event a student is out of the regular classroom for an enrichment opportunity, the student shall only be responsible for major concepts and tests missed in the classroom. The Gifted Intervention Specialist shall work cooperatively regarding communication about assignments and/or tests to insure student success in both the classroom and participation in enrichment services.

EARLY ENTRANCE, ACCELERATION, AND EARLY HIGH SCHOOL GRADUATION

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments and instructional interventions more commonly provided to older peers.

Brooklyn City School's policy describes the process that is used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers and granted early graduation from high school.

Board Policy 5408 Academic Acceleration, Early Entrance to Kindergarten and Early High School Graduation

What is Acceleration?

Acceleration is an intervention that moves students through an educational program at a more rapid rate than their age-mates. In other words, students will skip over grade level content and may be placed with older peers for instruction. The goal of acceleration is to tailor the level and complexity of the curriculum to the ability and academic readiness of individual children (Colangelo et al., 2004). The Brooklyn City Schools Acceleration Policy provides students with opportunities for possible accelerated placement through early admission to kindergarten, individual subject acceleration, whole-grade acceleration and early graduation from high school.

What are some indicators that a student should be considered for Acceleration?

Acceleration requires high academic ability. Standardized test scores and teacher observation can provide evidence that a student has mastered the current curriculum and is ready for a faster-paced and more complex curriculum. (Colangelo et al., 2004) Motivation and social-emotional maturity are also important indications that a highly capable student may be a good candidate for acceleration.

Most good candidates for acceleration display some of the following characteristics:

- demonstrates above average general cognitive ability;
- achieves academically in one or more subject areas a grade level or at a higher level than his or her age-mates
- expresses a desire for more challenging instruction;
- is socially mature enough to adapt to an environment serving older students; or
- responds positively to the possibility of acceleration.

Acceleration may not be appropriate for students with some of the following characteristics:

- has an older sibling in the same school and grade level to which the student may be accelerated;
- is sufficiently challenged by the curriculum at his or her current grade level;
- would be significantly less emotionally mature than typical students at the grade level to which he or she may be accelerated; or
- responds negatively to the possibility of acceleration.

Who Determines Whether a Student should be Accelerated?

The decision to accelerate a student is a team decision. The process must include an assessment of student's readiness and motivation for acceleration and a match between the curriculum and the student's academic needs. It may also include additional data collection and further assessment. Consideration of test scores, teacher observation and input from the parents and student is also required.

Sometimes a student may need more than what is currently offered in the classroom. If this is the case, typically the parent and/or teachers confer, and then a referral requesting an acceleration conference is completed online and submitted to the Office of Academic Affairs via Brooklyn City Schools website.. Parents may always call the Gifted Services to discuss acceleration issues.

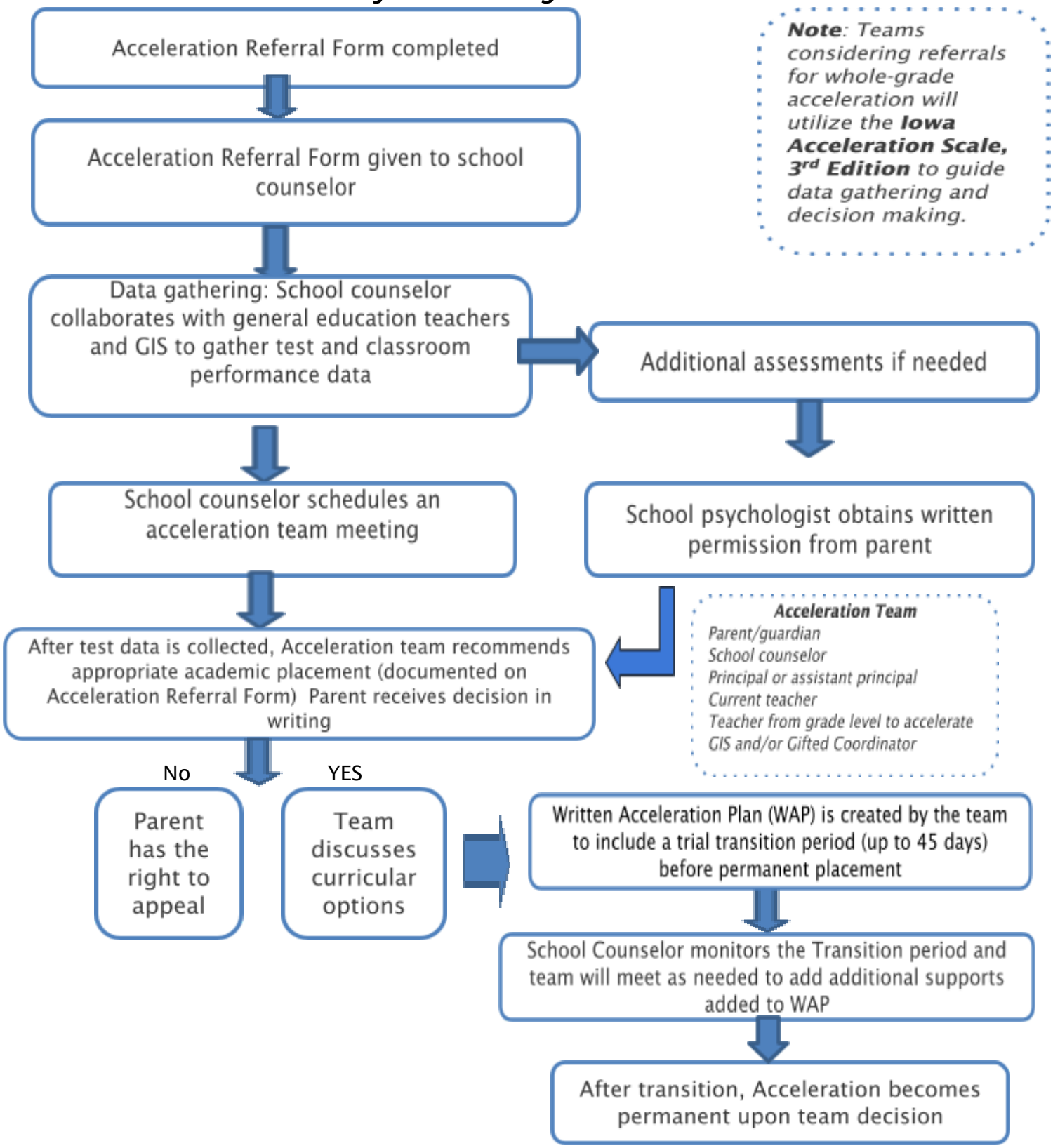
Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis. The *Iowa Acceleration Scale (3rd ed.)* is used as a tool to guide acceleration teams on appropriate placement. The Brooklyn City School District adopted the *State Model Policy for Acceleration*.

Who might need acceleration?

- A child with high cognitive ability. The higher the IQ, the greater the need to adjust the curriculum. For example, a student who has an IQ of 145 *may* need an enriched curriculum, intensive curriculum modifications or even whole-grade acceleration.
- A child in Kindergarten who already has mastered the curriculum.
- A student strong in math (or another subject) who typically finishes work quickly and consistently performs at the top of his/her class.
- A third grade student who always finishes work early and the teacher can no longer modify the curriculum without simply using concepts from the next grade level.
- A student strong in reading who typically reads books well above grade level and who quickly reads class material. The student finishes class reading well before other students and possesses strong comprehension skills.

ACCELERATION PROCESS

Subject or Whole-grade Acceleration



EARLY ENTRANCE PROCESS

The practice of admitting a student to kindergarten or first grade who has not yet reached the typical age at which students are admitted to kindergarten or first grade for the purpose of providing access to appropriately challenging learning opportunities is referred to as Early Entrance.

A parent may request early entrance to kindergarten if the child turns five years of age after the district's kindergarten entrance date Sept. 30 and before January 1st. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a preschool educator who knows the child, or pediatrician or psychologist who knows the child.

1. Age Eligibility

   The following guidelines shall be followed for the registration of all **Kindergarten** students:

   - Children must be five (5) years old on or before September 30th or be admitted pursuant to the District's early entrance criteria.
   - Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements.
   - If a birth certificate is not provided, the parent must complete Form 5111 F3 and submit with the specified documentary evidence. If custody has been established by the courts, a copy of the court order must be provided.
   - Children transferring from another public or chartered nonpublic school kindergarten who do not meet the age requirements shall be admitted.
   - All registrants shall receive a kindergarten screening as determined by the principal.
   - Individual classroom assignments will be made by the building principal.

   The following guidelines shall be followed for the registration of all **First Grade** students:

   - A child is eligible for entrance into first grade if s/he attains the age of six (6) on or before September 30th of the year in which s/he applies for entrance. Any student who has successfully completed kindergarten in accordance with R.C. 3321.01(B) shall be admitted to first grade. The Board may admit to first grade a younger child if the child satisfies the Board's early entrance criteria.

Any parent who is interested in having his or her child considered for Early Entrance should complete the Early Entrance Referral Form. If you believe that your child may be a good candidate for early entrance, please obtain an information/application packet from the Board Office at the Brooklyn City Schools or access the information and application packet. If you have questions about the process, please email megan.kinney@bcshurricanes.org or supriya.culliton@bcshurricanes.org.

- Once the application has been completed, it needs to be returned to the District no later than March 31st in the year for which admission is being requested.

- An observation by a district representative (elementary guidance counselor and/or school psychologist) in a preschool setting may need to be scheduled for your child. Parents will be contacted if this observation is needed. While some children may be cognitively ready for kindergarten, they may not be developmentally ready. Thus additional information may be needed to assess the social and emotional skills necessary to be successful in a school environment.

THE EVALUATION PROCESS

Children referred for early entrance will be evaluated in a prompt manner. The principal of the school to which the child may be admitted shall convene an acceleration evaluation committee to determine whether early entrance is appropriate for that child. The acceleration evaluation committee shall include the following:

- parent/legal guardian or a representative designated by the parent/guardian
- a gifted education coordinator or gifted education specialist, or, if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration.
- the principal or assistant principal of the school to which the child may be admitted
- a teacher at the grade level to which the student may be admitted

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will also consider the student's own thoughts on possible accelerated placement in its deliberations

Children considered for early entrance shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

In order to be eligible for early entrance to kindergarten, a child must meet the following criteria:

- Cognitive Ability Screener - *according to the Iowa Acceleration Scale, a student who meets the Critical Item (Section III) of one standard deviation above the mean (115) is a viable candidate for acceleration. All students may move on in the process for consideration, but whole-grade acceleration is not recommended if a critical item is checked.*
- Superior academic skills in reading, math and writing at the 95th percentile.
- Developmental readiness observation and/or screening (social/emotional/behavioral maturity).

INSTRUMENTS:

ASSESSMENT INSTRUMENTS	
Wechsler Preschool and Primary Scale of Intelligence-Fifth Edition (WPPSI-V) [1]	*At least 115 to proceed to additional tests*
Woodcock-Johnson IV (WJ IV) Tests of Achievement	*95%tile Rank*

[1] *For example, a student who scores a 127 qualifies as SC when a SEM of 3.0 is added (127 + 3 = 130. 130 is two standard deviations above the mean).*

The **Iowa Acceleration Scale (IAS) (3rd ed.)**	*Only required for children who turn 5 after January.*

Early entrance to kindergarten is a whole-grade acceleration that is designed for the exceptional child who is academically, developmentally, and socially advanced as compared to others of his or her chronological age.

A meeting will be conducted with the parent/guardian following the evaluation to inform him/her of the committee's decision and, if appropriate, to discuss the results of the evaluation and the nature of the kindergarten or first grade program.

The parent/guardian will be provided with a written summary of the outcome of the evaluation process. This notification shall include instructions for appealing the outcome of the evaluation process.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the results of the evaluation. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the appeal. The Superintendent or his/her designee's decision will be final.

If a child is recommended for early entrance, the acceleration evaluation committee will develop a written acceleration plan for that child. The plan will specify:

- placement of the child in the accelerated setting;
- strategies to support successful early entrance; and
- an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee the implementation of the acceleration plan and to monitor the child's adjustment to the early entrance.

At any time during the transition period, up to 45 school days, a parent/guardian of the child may request in writing that the child be withdrawn from the accelerated placement. In such cases, the principal shall remove the child without repercussions.

At the end of the transition period, the accelerated placement shall become permanent. The child's records shall be modified accordingly, and the acceleration plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Is Early Entrance the Best Choice for Your Child?

Early entrance should be viewed as a way to meet your child's needs. Developmental readiness is the key to determining whether or not early entrance is appropriate for a child. Although some children exhibit strong abilities, s/he may not be ready physically, socially and/or emotionally for early entrance.

Early entrance is designed for the exceptional child who is both academically and developmentally mature when compared to others his or her chronological age.

Some things to consider when determining if early entrance is right for a child:

- Is my child capable of working in a classroom setting with children who are one year older than him or her?
- Will my child be frustrated by this placement?
- What are the possible long-term impacts for my child as s/he progresses through elementary, middle and high school (e.g., beginning college at a younger age).
- Early entrance is not designed as a replacement for child care. Is this a need or a want?
- Do I understand the expectations for students in kindergarten today?

There is a difference between ability and achievement. Some children may appear exceptional because of their access to opportunities (e.g., preschool programs, parents working with them on skills, or access to learning materials). Early entrance is designed for the child who not only has ability but easily achieves when presented new material.

Once the decision has been made for early entrance, the choice is difficult to reverse. If a child is evaluated as a good candidate for early entrance to kindergarten, it is important that all stakeholders are supportive of the decision.

What is expected of students in kindergarten?

Kindergarten, like many other areas of education, has changed considerably over the past couple of decades. Today's kindergarten students are engaged in a rigorous instructional program. Please take time to review the Parent Guide - Kindergarten Curriculum which is available from the Department of Curriculum.

Parents can easily access the Early Learning Content Standards as well as the subject specific Academic Content Standards for English Language Arts, Mathematics, Science and Social Studies on the Ohio Department of Education website.

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=463

The Ohio Department of Education's website contains useful information about kindergarten, in particular, the Kindergarten Readiness Assessment (KRA). There is information about the KRA, which all kindergarten students will take within the first six weeks of school, on the Ohio Department of Education's website. http://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment

Kindergarten in the Brooklyn City School District is a full-day program. Students are expected to participate in the academic program throughout the day.

APPLICATION AND PERMISSION FOR ASSESSMENT:

Early Entrance to Kindergarten/1st Grade

Return Complete Form and Checklist to:

Attn: Supriya Culliton/Coordinator of Student Support Programs
Brooklyn Board of Education
9200 Biddulph Road
Brooklyn, Ohio 44144
216-485-8134

Please complete this application if you believe your child demonstrates academic achievement, social, emotional, and physical maturity appropriate for kindergarten or first-grade placement and should be considered for early placement.

Child's Name:_____
Last First Middle

Birthdate: _____
MM/DD/YR

Address:_____
Street City State Zip

Custodial Parent(s)/Guardian(s) Name(s):_____

Relationship to Child:_____

Phone Number:_____
Cell Phone Number Work Number Home Phone Number

Email:_____

Preschool or Kindergarten Experience: (please attach preschool/kindergarten report card, if available)
List the nursery schools, Head Start, special programs, and other day care programs attended. Include the dates of attendance and the approximate number of hours per week attended.

Name of School/Program	Dates of Attendance	Number of Hours/Week

RETURN YOUR APPLICATION, CHECKLIST AND PERMISSION FOR ASSESSMENT NO LATER THAN **MARCH 31**.
*Your signature indicates that you have read and understand the contents of the Early Entrance information and give permission to have your child assessed:

_____ _____
Signature of Custodial Parent/Guardian Date

EARLY ENTRANCE CHECKLIST

Return Complete Form and Checklist to:
Attn: Supriya Culliton/Coordinator of Student Support Programs
Brooklyn Board of Education
9200 Biddulph Road
Brooklyn, Ohio 44144
216-485-8134

The seven broad developmental dimensions provide the framework for the kindergarten instructional program. This checklist will help in determining your child's readiness for a kindergarten program. **Please read each statement and indicate by placing a "checkmark" how you rate your child's abilities.**

Physical Well-Being and Motor Development	**Frequently**	**Sometimes**	**Never**
Performs self-help tasks independently (ie. Dressing, undressing, zipping, tying, toileting, eating)			
Uses eye/hand coordination to perform fine motor tasks (ie. Drawing, writing, cutting)			
Uses balance and control to perform large motor skills (ie. Walking, jumping, skipping, hopping)			
Personal and Social Development	**Frequently**	**Sometimes**	**Never**
Shows eagerness to learn (curious, likes to investigate)			
Follows rules and routines (cleans up at play time)			
Handles change and transition (dinnertime to bedtime)			
Interacts easily with one or more children			
Separates easily from parent			
The ability to listen (attend) for at least 10 minutes			
Language and Literacy	**Frequently**	**Sometimes**	**Never**
Listens for meaning in stories, discussions, and conversations			
Speaks clearly, to share ideas and thoughts			
Can identify most letters (uppercase and lowercase)			

Can identify some beginning sounds			
Use some letters and words to write			
Mathematical Thinking	**Frequently**	**Sometimes**	**Never**
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			
Scientific Thinking	**Frequently**	**Sometimes**	**Never**
Uses a magnifying glass to look at different objects			
Can describe and sort objects by one or more properties			
Uses the five senses to make observations about the natural world			
Social Studies	**Frequently**	**Sometimes**	**Never**
Recognizes self and others as having same and different characteristics			
Describes roles and responsibilities of people (Mom is a doctor, she helps sick people)			
Recognizes the reasons for rules			
The Arts	**Frequently**	**Sometimes**	**Never**
Likes to paint and draw			
Likes to sing and dance			
Can share ideas about a drawing/painting			
Can recognize basic colors			

RETURN YOUR APPLICATION, CHECKLIST AND PERMISSION FOR ASSESSMENT NO LATER THAN **MARCH 31**.

Ohio Department of Education (ODE)

(http://www.ode.state.oh.us)

KINDERGARTEN READINESS CHECKLIST

To do well in school, children need to be supported and nurtured in all areas of development. It is also important that your child is physically, socially and emotionally ready for school. This checklist can help serve as your guide. But please remember, young children change so fast. If they cannot do something this week, you may see them do it a couple of weeks later. Is your child ready for kindergarten? Ask yourself these questions:

Development Area	Tips and Activities to Help Prepare Your Child
Physical Skills - Does your child... ● enjoy outdoor play such as running, jumping, and climbing; ● draw and trace basic shapes; ● cut with scissors; ● bounce a ball; ● ride a tricycle?	● Materials that will help your child develop the motor skills needed to learn to write include crayons, markers, pencils, glue, scissors, paper and paint, puzzles, legos and blocks. ● Activities that will help your child's coordination include climbing, jumping, skipping, playing ball, using playground equipment and riding a tricycle.
Social and Emotional Skills - Does your child... ● play well with other children; ● separate from a parent without being upset; ● share with other children; ● care about the feelings of others; ● follow routines; ● put toys away when asked?	● Give your child small chores to learn responsibility. ● Help your child learn to follow directions by giving simple steps. ● Encourage your child to share. ● Praise your child when he or she does something well. ● Provide guidance when your child is having difficulty.
Health and Safety Needs - Has your child... ● had required shots (or provide a signed waiver); ● had a dental exam; ● had a vision exam; ● learned own first and last name; ● learned first and last name of parent; ● learned to watch for cars when crossing the street; ● learned to not talk to strangers; ● developed a set routine for going to bed; ● learned to follow safety rules?	● Help your child learn his or her full name, address and telephone number. ● Help your child to look both ways when crossing the street. ● Talk with your child about strangers and who to go to for help. ● Use bedtime as the opportunity to read to and talk with your child.

Brooklyn City School District

Brooklyn Board of Education
9200 Biddulph Road * Brooklyn, Ohio 44144 * 216-485-8134

REFERRAL FOR TESTING FORM

Student Name: _____ Student ID: _____

School: _____ Grade: _____ Homeroom: _____

Referred by: _____ Referral Date: _____
(Please Print)

Relationship to Student (Check One):

☐ Teacher ☐ Parent ☐ Legal Guardian ☐ Other (Specify) _____

Your child is being referred for testing for possible gifted identification in the following area(s):

❏ Superior Cognitive Ability

❏ Creative Thinking Ability

Specific Academic Ability
- ❏ Mathematics
- ❏ Science
- ❏ Reading
- ❏ Social Studies

Visual/Performing Arts Ability
- ❏ Visual Art
- ❏ Vocal/Instrumental Music
- ❏ Drama
- ❏ Dance

Reason *(include data)*

_____
_____
_____
_____

_____ _____
Signature of Person Initiating Referral Date

_____ _____
Signature of Person Receiving Referral Date

Please return to building administrator, Gifted Coordinator,
OR To Coordinator of Student Support Programs:
Supriya Culliton
9200 Biddulph Road
Brooklyn, Ohio 44144
Ph: 216-485-8134

Brooklyn City School District

Brooklyn Board of Education
9200 Biddulph Road * Brooklyn, Ohio 44144 * 216-485-8134

PERMISSION TO TEST FORM

To the Parent/Guardian of

The Gifted Coordinator has received a referral to assess your child for possible gifted identification. All instruments used must be on the Ohio Department of Education's Chart of Approved Assessments for gifted identification. The Brooklyn City School District typically uses one or more of the following individual testing instruments:

- Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)
- Naglieri Nonverbal Ability Test (NNAT) - Third Edition
- Woodcock-Johnson IV (WJ-IV)
- Cognitive Abilities Test (CogAT)
- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)

PLEASE RESPOND TO THE FOLLOWING IMPORTANT QUESTIONS:

1. Is a second language spoken in the home: ☐ NO ☐ YES

   (***If YES***, *what language(s)*_____)

2. Does your student have an IEP or 504 Plan? ☐ NO ☐ YES

   (***If YES***, *which plan* _____)

3. Does your student need assistive technology or other accommodations in order to be tested for Gifted services? ☐ NO ☐ YES

   (***If YES,*** *please specify* _____)

Please use this space to provide any additional information that you would like to include (*continue on the reverse side of this form if necessary.)*

PERMISSION – PLEASE COMPLETE AND SIGN AND RETURN IN THE PROVIDED ENVELOPE

Student's Name: _____ Parent/Guardian Day-time Phone: _____

- Permission is **GRANTED** to conduct individual testing for my student for the purpose of gifted identification during the 2025-2026 school year.
- Permission is **DENIED** - I do not want individual testing conducted for my student.

_____	_____	_____
Please Print Parent/Guardian Name	Signature of Parent/Guardian	Date Signed

The Brooklyn City School District, in compliance with Section 3324.03 of the Ohio Revised Code, annually identifies gifted students. Educational opportunities are offered without regard to race, color, national origin, sex, and/or handicap.

Brooklyn City School District

Brooklyn Board of Education
9200 Biddulph Road * Brooklyn, Ohio 44144 * 216-485-8100

OPT OUT OF GIFTED TESTING FORM

Student Name_____ School _____ Grade _____

I, _____, respectfully request that my child, _____, be excluded from gifted identification testing. I understand that by making this request, my child will not be screened for, identified or provided gifted services.

Parent/Guardian Signature _____ Date _____

PLEASE COMPLETE THIS FORM AND RETURN TO:

Brooklyn City School District
Attn: To Coordinator of Student Support Programs:
Supriya Culliton
9200 Biddulph Road
Brooklyn, Ohio 44144

Email: megan.ohara@bcshurricanes.org

Brooklyn City School District

Brooklyn Board of Education
9200 Biddulph Road * Brooklyn, Ohio 44144 * 216-485-8134

WITHDRAW FROM GIFTED SERVICES FORM

I hereby give my permission for (Student's Name) _____ (Student Number)_____ to be withdrawn from Gifted Services. Although he/she meets the eligibility requirements to participate in this program. I understand that once a child has been identified as gifted in the state of Ohio, he/she maintains this identification throughout his/her educational career. This withdrawal may be evaluated at the end of the current semester or at the end of the school year to further determine the most appropriate educational setting for my child. I understand that I may contact the school at any time throughout the year to address concerns about my child's educational services and to also request my child's re-entrance into any gifted enrichment programming for which he/she is eligible.

Date _____

Person Completing this form: _____

Signature:_____ Relationship to Child: _____

Child's School:_____

Telephone Number: _____

PLEASE COMPLETE THIS FORM AND RETURN TO:

Brooklyn City School District
Attn: To Coordinator of Student Support Programs:
Supriya Culliton
9200 Biddulph Road
Brooklyn, Ohio 44144