

Brecksville-Broadview Heights City Schools

Gifted & Talented Education

Ensuring that each child reaches his or her full potential



**POLICY AND PLAN FOR THE IDENTIFICATION AND
SERVICE OF CHILDREN WHO ARE GIFTED**

Gifted Policy

Definition

“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 Ohio Revised Code.

Board Policy

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children who are gifted in the District must be provided opportunities to progress as their abilities permit. The Board believes that these children require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Annually, children who are gifted are identified by professionally qualified persons using a variety of 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 directs the Superintendent or his/her designee to develop an identification plan and follow the identification eligibility as prescribed in [R. C. 3324.03](#) and the Ohio Rule for the Identification and Services for Children Who Are Gifted.

Overview

The Brecksville-Broadview Heights City School District uses whole-grade screenings and referrals to screen and identify, or screen and reassess students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The District must follow policy and procedures established in Ohio Administrative Code [3301-51-15](#). These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

Students with gifted identifications in grades 3-8 are provided through differentiation in a cluster grouping setting and accelerated classes as it relates to their area of gifted identification. For grades 9-12, service opportunities are available through honors, AP, and CCP courses. Gifted services are provided by Gifted Intervention Specialists or a general education teacher under the direct supervision of a licensed gifted intervention specialist, per OAC 3301-51-15, participating in gifted professionals development.

Identification and Service Plan Approval

The District Policy and Plan for the Identification and Service of Children who are gifted is developed and maintained in alignment with Ohio Administrative Code 3301-51-15. The district will periodically review and update the plan to ensure compliance with all state requirements and best practices. The District Policy and Plan for the Identification and Service of Children who are Gifted will be communicated to the Ohio Department of Education when requested or when it supports clarity and transparency.

District Screening & Identification Process

The Brecksville-Broadview Heights City School District ensures equal access to screening and further assessment of ***all district children***, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities, and children for whom English is a second language. Assessment instruments and conditions shall be used that are appropriate for each student. Students can be screened for possible gifted identification by ***whole-grade screening*** and/or by a ***referral*** process in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

Whole-Grade Screening

The 2018 Operating Standards for Identifying and Serving Students Who are Gifted (Ohio Administrative Code 3301-51-15) requires districts to administer two whole-grade screening opportunities per school year. These whole-grade screenings must occur once during the K-2 grade band and once during the 3-6 grade band in each of these areas: superior cognitive ability, reading, and mathematics.

Brecksville-Broadview Heights students will participate in whole-grade screening in second and fifth grade. Second and fifth-grade students will be screened for superior cognitive identification using the Cognitive Abilities Test (CogAT). Whole-grade screening for specific academic identification using an approved achievement test in math and reading will be administered in second and fifth grade. Whole-grade screening for specific academic identification using the iReady Diagnostic Assessment in math and reading occurs in grades second through fifth.

Referrals

The district shall provide at least two opportunities each year for assessment in the case of children requesting or recommended for assessment. Referral forms can be found on the District website under District/Our Departments/Pupil Services/Gifted Education at www.bbhcsc.org and can be submitted at any time during the year. Parent permission is required for gifted screening/assessment by referral.

Children may be referred in writing on an ongoing basis, based on the following: child request (self-referral); teacher recommendation; parent/guardian request; child referral of a peer; and others (e.g., psychologist, community members, principal, gifted coordinator, etc.).

Upon receipt of a referral, the district will:

- Schedule the student for assessment (within 90 days of referral);
- Follow the process as outlined in this plan; and
- Notify parents of results of screening or assessment and identification within 30 days of completion of district testing.

Reassessment (if needed)

When the screening has been completed, if the score is within the district-specified range and below the identification score, reassessment for possible identification occurs. This approach ensures any potentially gifted student does not go unidentified. This process aims to *include*, rather than *exclude*, students who are close to the identification score. In the case of whole-grade screenings, parent permission must be obtained for reassessment. When the reassessment has been completed, if the score meets the cut-off scores specified in the Ohio Department of Education's guidance, the identification is made, and educational needs are determined.

Identification

When the screening assessment has been completed, if the score meets the cut-off scores specified in the Ohio Department of Education's guidance, the identification is made, and educational needs are determined.

Parent Notification

Parents are notified of whether or not the results of their child's testing meet state gifted identification (per ORC 3324.03) criteria within 30 days of the date test results are received by the district and before any gifted services are formally documented in a Written Education Plan (WEP). Letters are emailed, mailed home, or sent home with students in a sealed envelope.

Out-of-District Scores

The District accepts scores completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, with required documentation provided by other schools and/or trained personnel outside the school district.

Transfer Students

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. Parents should contact the Gifted Coordinator. The district will accept assessment results from other districts or from a trained individual outside the district, as equivalent to district testing, as set forth in section 3324.03 of the Revised Code.

If a student was previously identified as gifted in Ohio or another state, parents and/or guardians need to contact the Gifted Coordinator and share past Written Education Plans and official test reports upon registration for review. Once a student has been identified in Ohio by an approved assessment, with a qualifying score according to the Department of Education and Workforce, there is no need to re-identify the student. The testing must be completed by a qualified professional. Documentation is required. The Brecksville-Broadview Heights City School District accepts outside testing that follows Ohio Revised Code [3324.01-07](#).

Appeal Procedure

An appeal by the parent is the reconsideration of the result of any part of the identification process, which would include:

- Screening procedure or assessment instrument (which results in identification);
- The scheduling of children for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents should submit a letter within 30 days of notification of results to the superintendent or designee outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal.

Assessments

The Brecksville-Broadview Heights City School District uses assessment instruments approved by the

Ohio Department of Education for gifted screening and identification.

Superior Cognitive Ability and Creative Thinking Ability (Part 1: Intellectual Ability)	Grade/Age	Superior Cognitive Identification	Reassessment	Creativity Screening
Cognitive Abilities Test (CogAT) Form 7, VQN Composite*	Grade K-1	127	126	111
	Grade 2-12	128	127	112
Wechsler Intelligence Scale for Children—5th Edition, FSIQ**	Grades K-12	127	126	112
The Iowa Assessments, Complete Battery: Forms E & F	Grades 1-12	95th %ile	94th %ile	

*The QN Composite, VN Composite, VQ Composite & Nonverbal Composite will be used when appropriate as specified in the technical manual and publisher guidance

**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 & 2

Creative Thinking Ability (Part 2: Creative Behaviors)	Grade	Identification	Reassessment
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) - Creativity Checklist	K-12	111	90-110

Specific Academic Ability (Reading, Math, Science, Social Studies)	Grade	Identification	Reassessment
I-Ready Diagnostic (Math & Reading Only)	Grades 2-5	95%ile	94%ile
The Iowa Assessments, Complete Battery: Forms E and F (Gr. K, Math & Reading Only)	Grades K-12	95%ile	94%ile

Visual and Performing Arts	Grade	Identification	Reassessment
Dance Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) - Artistic Talent Checklist Ohio Checklist of Artistic Behavior - Dance Ohio Department of Education Rubric	K-12 9-12 Grades K-12	111 32 26	90-110 29-31 20-25
Drama Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) - Artistic Talent Checklist Ohio Department of Education Rubric	K-12 Grades K-12	111 20	90-110 16-19
Music Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) - Artistic Talent Checklist Ohio Department of Education Rubric	K-12 Grades K-12	111 18	90-110 14-17
Visual Arts Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2) - Artistic Talent Checklist	K-12 Grades K-12	111 21	90-110

Service Settings/Providers

Gifted services in Brecksville-Broadview Heights City Schools are provided by gifted intervention specialists or general education teachers under the direct supervision of a licensed gifted intervention specialist, per OAC 3301-51-15 who earn qualifying gifted HQPD to count as gifted service providers. Instruction may occur in large groups, small groups, flexible groupings, cluster groupings and/or resource rooms. The district will ensure all gifted services for students receiving services in their identified area(s) are reported accurately in EMIS with the appropriate state service codes

Written Education Plan (WEP)

An individual Written Education Plan (WEP) is created annually for each identified student receiving gifted services in compliance with the State Gifted Operating Standards and with input from all teachers responsible for providing gifted services to the student. The WEP contains a description of those services and includes the following elements:

- Service setting, educators responsible for services, and duration of service
- Specific measurable academic goals aligned to the student's area(s) of identification and Ohio Learning Standards
- Methods and schedule for reporting progress to parents
- An explanation of how the services meet the student's documented strengths, educational needs, and goals

WEPs are shared with parents at conferences, virtually, and/or sent home with the student during the first grading period. WEPs can be amended at any time, and parents may contact the district with questions or input. Students will not be denied services due to the lack of a parent's signature on the WEP.

Equitable Service

All gifted services in the Brecksville-Broadview Heights City School District shall be delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code. The Brecksville Broadview Heights City School District strives to offer a continuum of services to serve the diverse needs of gifted students within the available resources. The District ensures equal opportunity for all district students, including students who transfer into the district, minority, economically disadvantaged students, students with disabilities, and English learners identified as gifted to receive any services offered by the District for which the student meets the criteria.

Continuum of Gifted Services

District Name for Service	Service Setting & Provider	Grade Level	Criteria for Service
Enriched Math (205075)	Enriched Math Classroom for gifted and high-ability students by General Education Classroom Teacher	3,4, 6	Gifted identification in Superior Cognitive Ability, and/or Specific Academic Ability in Math.
Enriched Reading & English Language Arts (205075)	Enriched ELA Classroom for gifted and high-ability students by General Education Classroom Teacher	3-8	Gifted identification in Superior Cognitive Ability, and/or Specific Academic Ability in Reading, and/or Creative Thinking Ability
Enriched US History (205075)	Enriched Social Studies Classroom for gifted and high-ability Students by General Education Classroom Teacher	8	Gifted identification in Superior Cognitive Ability and/or Specific Academic Ability in Social Studies
Accelerated Science (205075)	Accelerated Science Classroom for gifted and high-ability students by General Education Classroom Teacher	6-8	Enrolled in an accelerated math course and gifted identification in Specific Academic Ability in Science.
Accelerated Math (205075)	Accelerated Math Classroom for gifted and high-ability students by General Education Classroom Teacher	5-8	Gifted identification in Superior Cognitive Ability and/or Specific Academic Ability in Math.
Honors Math Courses (205075)	Honors Math Classes for gifted and high-ability students by General Education Classroom Teacher	8-12	Completion of prerequisite classes and gifted identification in Superior Cognitive Ability and/or Specific Academic Ability in Math.
Honors English Courses (205075)	Honors English Classes for gifted and high-ability students by General Education Classroom Teacher	9-12	Completion of prerequisite classes, and gifted identification in Superior Cognitive Ability and/or Specific Academic Ability in Reading
Honors Science Courses (205075)	Honors Science Classes for gifted and high-ability students by General Education Classroom Teacher	9-12	Completion of prerequisite classes, and gifted identification in Superior Cognitive Ability and/or Specific Academic Ability in Science
Honors Social Studies Courses (205075)	Honors Social Studies Classes for gifted and high-ability students by General Education Classroom Teacher	9-12	Completion of prerequisite classes, and gifted identification in Superior Cognitive Ability and/or Specific Academic Ability in Social Studies
Advanced Placement (AP) Courses* (205065)	AP Classroom for gifted and high-ability students by an AP-trained Classroom Teacher	9-12	Completion of prerequisite classes, and gifted identification in an area that relates to the course: Superior Cognitive Ability, Creative Thinking Ability, and/or Specific Academic Ability *Not all AP courses meet the criteria for gifted services.
College-Credit Plus (CCP)* (205070)	CCP Classroom at High School; Community College; Other Post-secondary institution:	7-12	Completion of prerequisite classes and gifted identification in an area that relates to the course: Superior Cognitive Ability, Creative Thinking Ability, and/or Specific Academic Ability *Not all CCP courses qualify as gifted services.

Grade Level Acceleration (205050)	Regular classroom with subject acceleration determined by the acceleration team	K-1 2	Team recommendation for Grade Level Acceleration based on acceleration assessment process approved by ODE and Identification in Superior Cognition, Specific Academic Ability, and/or Creative Thinking Ability
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Please see the high school program of study for specific course eligibility (i.e., prerequisite classes, qualifying scores, etc.).

Withdrawal

If at any time a parent wishes to withdraw their child from gifted programs or services, the request should be written by the parent to the building administrator and gifted coordinator. A [declining service form](#) will be issued. If a child requests to withdraw, parents will be notified.

Acceleration

The Ohio Revised Code section 3324.10 requires that districts put into effect an acceleration policy for advanced students. Acceleration allows students who show mastery of grade-level content to experience an above-grade-level curriculum that is not normally a curricular option, in order to foster academic growth.

Formal Acceleration Options Include:

- Early Entrance to Kindergarten
- Early Entrance to First Grade
- Whole-Grade Level Acceleration (i.e. Grade Skipping)
- Subject Acceleration
- Early Graduation

Referrals

- Any student residing in the district may be referred by the following people for evaluation for possible accelerated placement by a teacher, administrator, gifted intervention specialist, guidance counselor, school psychologist, parent or legal guardian of the student, or student (self or peer referral).
- Copies of this policy and referral form for evaluation are available at each school building, central registration, or by request (contact Gifted Services Coordinator).
- Completed [referral forms](#) signed with parent permission to evaluate the student are to be sent to the Gifted Services Coordinator.

Acceleration Evaluation

- Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school.
- Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester.
- In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated.

Early Entrance Evaluation (Board Policy 5112)

All early entrance applicants must schedule a meeting with the principal prior to submitting a referral form and prior to April 30th of the school year prior for which admission is requested.

- Pursuant to Ohio Revised Code 3321.01, all children who will 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 be evaluated upon the request of the child's parent or legal guardian. Early Entrance referrals need to be completed and submitted to the Gifted Service Coordinator before or on April 30 of the school year prior for which admission is requested.
- 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 or at the discretion of the principal of the school to which the student may be admitted. Early Entrance referrals need to be completed and submitted to the Gifted Service Coordinator before or on April 30 of the school year prior for which admission is requested.

Early Graduation (Board Policy 5464)

Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

For early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06 (G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

Acceleration Evaluation Committee (Board Policy 5410)

Upon receipt of referral for acceleration, an evaluation committee will be developed to determine the most appropriate learning environment for the referred students on a case-by-case basis. This committee shall be composed of the following: principal, current teacher (if applicable), receiving teacher (if applicable), parent or legal guardian or student, gifted intervention specialist (if applicable), school psychologist or guidance counselor, and gifted coordinator.

The acceleration evaluation committee shall be charged with the following responsibilities: The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations. The acceleration evaluation committee shall issue a written decision based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

- Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

- Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement.

Written Acceleration Plan (WAP):

Students who are accelerated will have a Written Acceleration Plan (WAP) in order to encourage academic success and a successful transition into the accelerated setting. Once the transition is complete, the WAP becomes a part of the student's permanent record.

Parent Notification:

A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the gifted coordinator. This notification shall include instructions for appealing the outcome of the evaluation process.

Appeal Procedure

A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within 30 days of being notified of the committee's decision. The Superintendent or designee shall review the appeal and notify the parent or legal guardian of his or her final decision within thirty days of receiving the appeal. The Superintendent's (or designee) decision shall be final.

For additional information, visit [Brecksville-Broadview Heights Board Policy](#).

Contact Information

Pupil Service Coordinator

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POLICY AND PLAN FOR THE IDENTIFICATION AND SERVICE OF CHILDREN WHO ARE GIFTED

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