



K-12 Gifted Education Family Guide 2026-2027

Gahanna-Jefferson Public Schools
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Ohio & Local Policy

The state of Ohio sets criteria for gifted identification and program operations in Ohio Revised Code Chapter 3324. These criteria are further elaborated for both identification and service in Ohio Administrative Code 3301-51-16. Per these state documents, districts are required to enact a policy for gifted education (see Board Policy: 2464, Gifted Education and Identification). The information outlined in this handbook is in accordance with state law and rule and local board policies.

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

- Policy 2464, Gifted Education and Identification
- Policy 5409, Student Acceleration
- Policy and Guideline 5410, Promotion, Academic Acceleration, Placement, and Retention
- Policy 5112, Entrance Requirement
- Guideline 5112a, Admission to Kindergarten
- Policy 5464, Early High School Graduation
- Guideline 5460B, Criteria for Credit Flexibility Plan
- Guideline 2370, Educational Options

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Teachers of clustered (Tier II) 4th and 5th grade classes, middle school ACE courses, and high school Honors and Advanced Placement courses are also considered providers of gifted services. Please reach out to them directly with course-specific questions.

Gifted Identification

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

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

The state publishes a list of approved tests and qualifying scores, and districts are required to select from these assessments when evaluating students for potential gifted identification. Measures include tests of cognitive ability, which are assessments of thinking and reasoning skills comparable to a measure of intelligence. State-approved measures also include tests of academic achievement, which measure what students already have learned in comparison to their grade-level peers. Additionally, state-approved instruments include checklists of creative and artistic behaviors to determine creative and artistic abilities. ***Ohio State Tests administered during grades 3-8 and high school end-of-course exams cannot be used for gifted identification. They are grade-level proficiency tests that are not designed to determine giftedness. Therefore, the state has not approved them for use in gifted identification.*

Whole-Grade Screening

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

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

Whole-Grade Screening Assessments			
Superior Cognitive Ability	Grades	General Timeline	Identification Score
Naglieri Nonverbal Abilities Test (NNAT)	2, 5	Late Fall	126 standard score
Mathematics and Reading			
MAP (Measures of Academic Progress)	2-10	Fall, Winter	95 th %ile

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

Communication of Results from Whole Grade Screening

General results of district tests are communicated to parents/guardians within 30 days of receiving the results. This communication typically includes a letter from the principal and the family score report, if provided by the testing company. These may be sent via report card, US mail, email, or provided at conferences. New gifted identifications are communicated by letter sent to the parent/guardian email(s) listed in Infinite Campus within 30 days of receiving the results of the tests.

Retesting

The State of Ohio determines the criteria for giftedness as well as the qualifying scores on approved tests. Students may score in a “screening range” on the approved test, which means students may have a likelihood of obtaining a gifted identification if tested again using another approved test.

- Students who score 123 or higher on the Naglieri Nonverbal Test will automatically be referred for retesting using another cognitive assessment.
- Because MAP is administered two times per year, all students in grades 2-10 are automatically rescreened in reading and math repeatedly throughout the year.

Individual Gifted Screening

Referral Process

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

***Because MAP testing screens students for possible gifted identification in reading and math three times per year, the district will not assess a student in grades 2-10 individually in either of those areas unless the student has an IEP accommodation that cannot be met in MAP. However, students in grades 2-10 may be referred for individual assessment in other areas.*

Referral Windows for Individual Gifted Screening	
Fall Semester: By September 10 (for testing by end of September)	Spring Semester: By April 1 (for testing by end of May)

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

***Referrals for screening in visual and performing arts are accepted in the fall. The checklist component will be completed in November. Portfolio reviews and auditions for students with qualifying scores will take place in mid-spring in accordance with dates set by the Educational Service Center of Center Ohio.*

Communication of Results from Individual Assessments

Scores from individual assessments and determinations of gifted identification are communicated by letter sent to the parent/guardian email(s) listed in Infinite Campus within 30 days of testing.

Individual Screening Assessments	
Superior Cognitive Ability	Identification Score
Cognitive Abilities Test (CogAT)	127 standard score (Gr. K-1) 128 standard score (Gr. 2-12)
Naglieri Nonverbal Abilities Test (NNAT)	125 standard score (Gr. 6-7) 126 standard score (Gr. K-5, 8-10) 127 standard score (Gr. 11-12)
Inview Abilities Test	128 standard score
Naglieri General Abilities Test	TBD by ODEW
Ravens 2 Progressive Matrices	124 standard score (Gr. K-10) 125 standard score (Gr. 11-12)
Creative Thinking Ability (requires cognitive score AND one checklist score)	
Cognitive Abilities Test (CogAT)	111 standard score (Gr. K-1) 112 standard score (Gr. 2-12)
Naglieri Nonverbal Abilities Test (NNAT)	109 standard score (Gr. 6-7) 110 standard score (Gr. K-5, 8-10) 111 standard score (Gr. 11-12)
Inview Abilities Test	112 standard score
Naglieri General Ability Test (NGAT)	TBD by ODEW
Ravens 2 Progressive Matrices	109 standard score (Gr. K-10) 110 standard score (Gr. 11-12)
Woodcock Johnson Test of Cognitive Abilities, 4 th Ed.	112 standard score
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)	51 points
Gifted and Talented Evaluation Scales, 2 nd Edition	111 standard score
Gifted Rating Scales, 2 nd Edition (GRS)	66 T score
Specific Academic Ability (Math, Reading, Science, or Social Studies)	
Iowa Assessments	95 th %ile
Stanford Achievement Test	95 th %ile
Terra Nova	95 th %ile
Woodcock Johnson Test of Achievement, 4 th Ed.	95 th %ile
Visual/Performing Ability (Dance, Drama, Music, or Visual Art; requires one checklist score AND one ODE Rubric score in same artistic area)	
Gifted Rating Scales, 2 nd Edition (GRS)	66 T score
Gifted and Talented Evaluation Scales, 2 nd Edition	111 standard score
ODE Checklist of Artistic Behavior	32 points (dance only)
ODE Visual and Performing Arts Performance Evaluation Rubric	26 points (dance) 20 points (drama) 18 points (music) 21 points (visual art)

General Gifted Identification Procedures

Permanence of Gifted Identification

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

Students New to GJPS

Families enrolling a gifted student in Gahanna-Jefferson Public Schools are asked to provide evidence of gifted identification, such as an identification letter or test score history. The district enrollment form also asks about previous gifted identification or service, which will prompt a records request by the administrator responsible for gifted education. If a student has been identified as gifted by another Ohio public school district, Gahanna-Jefferson Public Schools will honor the student's gifted identification(s) in accordance with Ohio law. For students coming from out-of-state or an Ohio private or charter school, the district will review past test scores. Students will be identified as gifted if a qualifying score was achieved in the past 24 months on a test from Ohio's approved list of assessments. Students without qualifying scores will be evaluated by the district within 90 days of enrollment at the request of parents/guardians.

Considerations for Underrepresented Students

Ohio's regulations give protection to students of color, English language learners, students who are economically disadvantaged, and students with disabilities; they may not be prevented from being identified as gifted if they meet state criteria. Districts are required to review tests, procedures, and environments for biases that may prevent underrepresented students from demonstrating their areas of giftedness. The district makes conscious decisions to select the most appropriate tests to determine a student's abilities based on state guidelines and recent research. Practices include frequent whole grade screening in grades 2 through 11, use of cognitive tests that are current with research to support use with diverse populations, use of cognitive subscale scores where allowed by state rule, and collaboration with the Special Education staff to review ETR outcomes of students who may be twice exceptional, a term commonly used to refer to students who are both gifted and have a disability or who are gifted and an English Learner.

Students with a disability and receiving special education services documented in an Individualized Education Plan (IEP) or accommodations via 504 plan shall not be denied gifted identification. However, it is

important to note that special education and gifted education are governed by different laws and procedures, and gifted identification and service placement does not work the same way as with special education. Giftedness may be considered when developing IEP goals or 504 accommodations; however, gifted services **shall not** be included in IEP or 504 plans. Students with disabilities will be identified as gifted and placed in gifted services in the same manner as other students as described in this handbook.

Appeals

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

Common Questions

How should I prepare my students for testing?

The best way to prepare is to make sure the student understands this is a measure to learn how they think or to get a sense of what they know and what we need to teach next. It is not a test that they pass or fail, and it is not included in their grades. This understanding can help alleviate any pressure the student may feel. From a practical standpoint, make sure your student gets a good night's rest the night before and eats a good breakfast the morning of the test.

Some families ask about practice tests or workbooks to prepare. We discourage such practices. The point of the assessment is to get a reliable idea of your learner's current and consistent skill level. Practicing prior to the assessment can create a sense of pressure and anxiety within your child thus hindering performance on the actual test or can result in short term gains that dissipate quickly; both scenarios provide an inaccurate picture of true abilities or achievement. That can lead to inappropriate instructional responses that are harmful instead of helpful. Additionally, the use of practice tests creates ethical dilemmas due to legal and professional standards surrounding psychological and academic testing, which can result in testing conducted by the school being deemed invalid and the scores unusable depending on the conditions and nature of the practice test.

Service and Supports

State Guidelines & General Service Information

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

The state defines several formats for formal gifted services. These stipulate minimum minutes of duration, staff qualifications, and student caseloads. Support programs may be implemented that do not fully meet these guidelines, but they may not be reported as a formal gifted service. Support for gifted learners starts within the general education classroom and comes from the classroom teacher. Classroom teachers adjust their overall curriculum and instructional practices to account for the needs of their students. While this does not always constitute formal gifted services per Ohio rules, it is a means to have the broadest impact on our gifted student population.

Elementary students will be placed in services for which they are eligible at the start of the school year. During the fall testing window, students identified as gifted in an area that results in new service eligibility will be placed into gifted services immediately. Students identified as gifted in a new area during fall NNAT testing or during group or individual testing occurring during the second semester will be placed into gifted services, if eligible, at the start of the next school year. Students in middle and high school will be placed into gifted services during the course scheduling process for the following school year. Students who are newly identified as gifted in an area that results in new service eligibility between the time of course scheduling and the start of the new school year may be placed into gifted services at the beginning of the year.

Notification of Service Eligibility

Gahanna-Jefferson Public Schools will send an annual notice to parents/guardians of all identified gifted students. This notice will include a listing of the student's areas of gifted identification along with any service eligibility for the following school year. Notices will be sent to secondary

students just prior to high school and middle school scheduling windows to help inform course selections. Notices will be sent to elementary students in early spring. See Appendix A for the notification timeline and process.

Considerations for Underrepresented Students

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

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

Students New to GJPS

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

Elementary School Services

There are two tiers of gifted services offered at the elementary level. This allows for differentiated support based on the combination of needs of upper elementary learners.

Gifted and Talented Education (GATE)

The first tier is the GATE program. GATE classes are taught daily by a licensed Gifted Intervention Specialist who utilizes advanced content and critical and creative thinking strategies. Additionally, lessons designed to support the social-emotional development of gifted learners are embedded into classes. GATE classes are offered in different buildings by grade level, so students may need to transfer to a different school to access this service. Students will receive a Written Education Plan annually to document this service.

- GATE ELA is available in grades 4 and 5 for students who are identified as gifted in superior cognitive ability. This class is the “volume of reading” or workshop portion of the English Language Arts block and builds off of the curriculum used in the regular classroom to provide greater depth and challenge while also providing support for social-emotional traits of gifted learners.
- GATE Math is available in grades 3 through 5 for students who are identified as gifted in both superior cognitive ability and math. This is a compacted daily math class. Students in GATE 3 learn the state math standards for grades 3 and part of grade 4. Students in GATE 4 learn the remaining grade 4 state math standards and all of grade 5 standards. Students in GATE 5 learn the math standards for grade 6 and part of grade 7. When entering middle school, students will enroll in the ACE Math 7/8 course and will be on track to complete both Algebra I and Geometry by the end of middle school.

GATE Class Locations: High Point, Goshen Lane

Tier II Services

Tier II services are available in grades 4 and 5 at all seven elementary buildings. This service is in the form of a cluster class with differentiation provided by the general classroom teacher. A cluster class is a typical grade level class that includes 4-10 students who are gifted in the same area embedded in an otherwise mixed-ability typical classroom. This type of grouping allows for gifted learners to have access to similar-ability peers for collaboration and facilitates differentiation in the classroom without removing students to separate learning settings. Classroom teachers will

adjust the depth and pacing of lessons or specific assignments for the class, groups of students, or individual learners as needed based on their ongoing assessment of student needs. Teachers of cluster classes have had extensive professional development on the nature and needs of gifted learners and appropriate instructional strategies based on those needs. Students in the cluster class due to math needs will receive a Written Education Plan if they are identified as gifted in superior cognitive ability OR are identified as gifted in math. Students in the cluster class due to reading needs will receive a Written Education Plan if they are identified as gifted in superior cognitive OR are identified as gifted in reading.

In addition to the formal gifted service listed above, gifted students may receive support for their talents and abilities as described below. Many of the options do not require students to be identified as gifted in a specific area to participate. ***These options do not qualify as a formal gifted service per state rules. Students in the course will NOT have the service listed or related goal on a Written Education Plan.*

- **Cluster Class with Differentiation** – Students identified as gifted in superior cognitive ability, reading, or math in grades 3 through 5 who do not qualify for one of the services listed above may be clustered in the same manner as described above for Tier II.
- **Related Arts Electives** – These courses in art, music, band, choir, orchestra, and others are opportunities for students with talents in the visual or performing arts to pursue that passion and further develop their skills.
- **Extracurricular Activities** – Schools may offer afterschool activities open to all students, such as orchestra, theater arts, student council, book clubs, or other opportunities. These programs may serve as opportunities for gifted learners to explore areas of interest, try new things, connect with students who have similar interests, or develop their leadership skills. Students should reach out to their principal or school counselor for information about opportunities.

Service Withdrawal

Notification of service eligibility will be sent annually. Students eligible for GATE programming must return a permission to participate if a transfer of schools is required. Students eligible for Tier II services will automatically be placed. However, parents/guardians may decline gifted services if they choose. Families are strongly encouraged to work with the gifted intervention specialist, the building principal, and any other relevant staff to develop a plan of support for the student prior to withdrawal. Educators may share concerns about student performance in the class; however, educators

may not remove a student from gifted services without parent/guardian consent nor may they coerce a parent/guardian to do so. Families who wish to either decline or withdraw their student from gifted services must submit a signed gifted service withdrawal form (see the Appendix) to the building principal. The principal will notify the teacher of the service and will modify the student's schedule in Infinite Campus accordingly. The principal will place a copy of the form in the student's cumulative school file and provide a copy to the district's administrator for gifted education, who will, in turn, modify EMIS reporting. Once a student declines or withdraws from a gifted service for the year, they may not return to that service that same year. However, the student may participate in any service for which they are eligible the next school year.

Middle School Services

Students in grades 6-8 may be placed in ACE classrooms and may participate in enriched or compacted curriculum. Teachers of the ACE sections of English Language Arts and Math either hold a gifted endorsement on their Ohio teaching license or participate in gifted professional development in accordance with Ohio rules. Service and programming options include the following:

- **ACE English Language Arts** – This ELA class is an enriched version of the standard grade level class, utilizing advanced level texts and with higher expectations for critical and creative thinking in speaking, listening, reading, and writing. Students may participate in ACE ELA in 6th grade if they are identified as gifted in superior cognitive ability OR are identified as gifted in reading. Enrollment in ACE ELA 7 and 8 is open to any student interested in the class who believes they have the skills and motivation to be successful. Students will be enrolled in ACE ELA 7 and 8 if they were eligible for ACE ELA 6. Students in ACE ELA 7 or 8 will only receive a Written Education Plan if they are identified as gifted in superior cognitive ability OR are identified as gifted in reading.
- **ACE Math 6/7 and 7/8** – This is a sequence of middle school math courses that compacts three years of math (Math 6, Math 7, and Math 8) into two years during grades 6 and 7. Students then go on to take Algebra I in 8th grade, thus opening space in the high school years for higher level math courses. While students do not need to be identified as gifted to enroll, provided they meet other eligibility criteria, these courses are considered a gifted service for students who are gifted in superior cognitive ability OR are identified as gifted in math. The sequence is also considered a subject acceleration for all students during the second year.
- **College Credit Plus (CCP)** – The program is available to eligible students in grades 7 through 12. Students may apply to and enroll in college courses as participating universities while still enrolled in Gahanna-Jefferson Public Schools. Students earn dual high school and college credit for these courses. Tuition and books are provided for students who maintain required performance levels. In some cases, they may also be considered an acceleration for participating students. Because these are true college level courses with the expectation of previous mastery of high school content, this program is typically only

appropriate for a very small number of students in grades 7-8. Please weigh all options carefully when considering CCP.

In addition to the formal gifted service listed above, gifted students may receive support for their talents and abilities as described below. These options do not require students to be identified as gifted in a specific area to participate. ***These options do not qualify as a formal gifted service per state rules. Students in the course will NOT have the service listed or related goal on a Written Education Plan.*

- **ACE ELA 7 and 8** – This is the same course as described above. However, it is open to all interested students at grades 7 and 8. Students who are not eligible for it to be reported as a gifted service may still find the course beneficial.
- **Related Arts Electives** – These courses in art, music, band, choir, orchestra, and others are opportunities for students with talents in the visual or performing arts to pursue that passion and further develop their skills.
- **World Language Electives** – These courses in Spanish, French, German, or Chinese can provide challenging learning experiences for our students who are gifted in superior cognitive ability, reading, or social studies.
- **Extracurricular Activities** – Schools may offer afterschool activities, such as theater arts, student council, book clubs, or other specialized groups. These programs may serve as opportunities for gifted learners to explore areas of interest, try new things, connect with students who have similar interests, or develop their leadership skills. Students should reach out to their principal or school counselor for information about opportunities.

Service Withdrawal

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

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

High School Services

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

- **Honors Courses** - These are year-long, high school classes that are courses that are more advanced in content and go in greater depth than their traditional counterparts. Rigor is increased through higher level questioning, advanced texts, and modified assignments. Course maps and expectations are locally developed.
- **Advanced Placement Courses (AP)** - These are year-long, specialized high school classes using a curriculum developed by the [College Board](#). Advanced Placement courses are approximately equivalent to freshman college level courses. Students have the potential to earn college credit based on scores from an end of year College Board exam.
- **College Credit Plus (CCP)** – The program is available to eligible students in grades 7 through 12. Students may apply to and enroll in college courses as participating universities while still enrolled in Gahanna-Jefferson Public Schools. Students earn dual high school and college credit for these courses. Tuition and books are provided for students who maintain required performance levels. In some cases, they may also be considered an acceleration for participating students. Because these are true college level courses with the expectation of previous mastery of high school content, this program is typically only appropriate for few students in grades 9-10 but may be more useful to students in grades 11 and 12.
- **Credit Flexibility** – Credit flexibility is a state-created educational option that enables students to earn high school credits through non-traditional means. Examples include independent study, summer programs, online courses, and testing out. In some cases, credit flexibility may be considered an acceleration for participating students.

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

***These options do not qualify as a formal gifted service per state rules. Students in*

the course will NOT have the service listed or related goal on a Written Education Plan.

- **Related Arts Electives** – These courses in art, music, band, choir, orchestra, and others are opportunities for students with talents in the visual or performing arts to pursue that passion and further develop their skills.
- **Design and Technology Electives** – These courses provide students with an opportunity to build creative problem-solving skills to design a real-world solution. This option may spark the interest of students who are gifted in superior cognitive ability, creative thinking, science, or social studies.
- **World Language Courses** – These courses in German, Chinese, French, ASL, or Spanish can provide challenging experiences for students who are gifted in superior cognitive ability, reading, or social studies.
- **Career Center Programs** – These courses provide students with an opportunity to explore potential future careers while developing marketable skills in the chosen field. This option may provide early career opportunities for students who are gifted in any area.
- **Extracurricular Activities** – Schools may offer afterschool activities, such as theater arts, student council, book clubs, social action programs, or other specialized groups. These programs may serve as opportunities for gifted learners to explore areas of interest, try new things, connect with students who have similar interests, or develop their leadership skills. Students should reach out to their principal or school counselor for information about opportunities.

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

Choosing Among Advanced High School Options

High school students have a plethora of options to customize their learning path. It can be overwhelming at times to decide which options are the best fit. It is important to remember that a gifted student does not need to utilize ALL of them to get a great education. The “best” option or combination of options will be different for each learner. Below is a chart outlining the specifics of multiple opportunities a high school student might pursue. This is helpful when weighing the various choices. Information about accessing

the [Eastland-Fairfield Career Center](#) is included. Although not a gifted service, it may be a good fit for gifted learners with specialized interests.

	Honors Courses	Advanced Placement	College Credit Plus	Credit Flexibility	Career Center
<i>Typical length of course</i>	Full year	Full year	Semester (half year)	Varies	1-2 years
<i>Development of curriculum</i>	Created by GJPS staff based on state and national standards	Created by College Board, a national organization, to emulate typical freshmen level university courses	Created by individual universities/ instructors	Outlined by student in alignment with course syllabus for typical course	Created by Eastland-Fairfield Career Center based on various state and national credentials and certifications.
<i>Typical instructor</i>	High school staff member	High school staff member	University instructor	No direct instruction – supervised/ evaluated by high. school staff member	EFCC staff member or industry professional
<i>Training/ certification of instructor</i>	Ohio teaching license, Gifted & Talented professional development	Ohio teaching license, Advanced Placement training, Gifted & Talented professional development	Graduate degree in content area	N/A	Ohio teaching license, industry credentials
<i>Enrollment process</i>	Schedule with school counselor	Schedule with school counselor	Participate in CCP counseling by March 31, letter of intent to school counselor by April 1, follow university application and registration process and timelines	Complete application with counselor. Deadlines vary per semester. See school counselor for details.	Apply online at the EFCC website beginning in December of sophomore year
<i>Prerequisites for enrollment</i>	Interest and/or advanced academic skills	Interest and/or advanced academic skills	Acceptable score. on college readiness. test designated by college, university acceptance	Preparation of required plan, approval of department	Sophomore, full junior status when courses begin, minimum 4 credits earned toward graduation by fall of sophomore year, competitive GPA, attendance rate >90%, limited discipline history
<i>Location of course</i>	High school	High school	University campus or online	Student's choice	Eastland-Fairfield Career Center or satellite campus
<i>How credit is awarded</i>	High school credit based	High school credit based on	High school and college credit	High school credit based	High school credit based on successful

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

Below are some questions to guide planning.

1. *Does the student have a career goal in mind? If so, what area(s) of study is considered?*

Implications – A student with a more vague idea of what to study may want to consider educational settings that offer exposure to a range of content matter. Advanced coursework should aim to prepare for and/or complete freshman level prerequisites that would apply to a variety of majors. A student with a very specific idea of future pursuits may want to try out courses that align to that field of study to ensure that is really what will satisfy him/her as a career field in the future.

2. *What type of high school experience does the student envision? Consider the academic, social, and extracurricular experiences desired.*

Implications – A student desiring a more traditional high school experience may want to focus on opportunities offered on site at the high school or online in order to remain at the school location and maximize involvement in school activities. A student with a strong desire to make the most of multiple athletics or other extracurricular

options will want to consider those things when scheduling advanced course options. If the student is focused primarily on academics and nurtures friendships primarily outside of the school setting, off-site options may be more reasonable.

3. *How does each option align to the student's academic skills and need for challenge?*

Implications – Students who are gifted do not possess a universal readiness for all advanced courses. Every student has their own profile of strengths and weaknesses. Additionally, not all advanced courses have the same level of rigor built in. Students who are particularly strong in a subject area may find the thinking skills embedded in AP courses more aligned to their readiness and learning needs than an entry level college course. Other students with passion in a very specific domain may find CCP courses or a career pathway offer the best options aligned to that interest. Similarly, students may need advanced course options for some subjects in their area of strength and traditional high school courses for those subjects in which the student may not be as advanced.

5. *Does the student have a future college or other school in mind? If so, what are their policies for transfer credit?*

Implications – The state of Ohio requires publicly-funded state universities and colleges to accept credit earned with qualifying scores on AP tests or earned through CCP. However, the same does not apply to private colleges or out of state schools. Be sure to check with admissions offices of schools of interest to see what types of credit they will accept for transfer and the ability of those credits to count toward degree requirements. (Some schools will accept the credits as electives but not count them toward a degree.)

6. *What is the student's level of maturity and independence?*

Implications – A student who needs more direction and guidance will likely benefit from options offered within the middle or high school as opposed to those off-site. Consider also the length of courses (semester versus year-long) in terms of timeframe for mastering content and gaining teacher support. Students who are very independent problem solvers and are able to manage their work and time efficiently may be successful with programs that are not embedded within the school.

7. *What is the parent/guardian's desired level of involvement?*

Implications – Family members who want to be more involved in their child’s academic pursuits and have interactions with instructors may be more comfortable in traditional educational settings than in off-site programs or those managed by universities.

8. *Is the student expecting to participate in college athletics in the future?*

Implications – Students can earn college credit as high schoolers and still engage in collegiate sports, but the number of credits may impact eligibility throughout the college years. Families will need to weigh the need for advanced coursework against the likelihood and importance of collegiate athletics.

9. *If the goal is to earn college credit early, what is the plan for the “bought time” during the college years?*

Implications – Utilizing college credit bearing options should have a purpose for the future, as well as meet a present need. Maybe the goal is to get pre-requisites out of the way to allow time for a student with many interests to explore different majors within the traditional 4-year time span. Maybe the goal is to finish an undergraduate degree early to move on to graduate school. If there is no plan, consider what options may be realistic following an early college graduation given the student’s age and maturity.

Things to keep in mind:

- What is right for one student may not be the right thing for another. This applies to siblings, friends, neighbors, and the “I heard about someone who....”
- Just because something IS an option doesn’t mean it is the right option. Some students will benefit more from utilizing one as opposed to trying to use it all.
- There are always tradeoffs to any choice made, as it is not possible to choose everything and have it all work together perfectly. Consider the non-negotiables and determine what the student and family are willing to give up to gain the benefits of a different option.
- When planning the schedule, be sure to balance the student’s need for academic challenge, academic support, personal interests and goals, social-emotional wellness, and physical health. Learning to find life balance now will help the student lead a healthy and balanced life after high school.

Service Withdrawal

High school students indirectly opt into gifted services when they establish their schedules with their school counselor. Students who do not take Honors, Advanced Placement, or College Credit Plus courses in an area of identification are, by default, declining service in that area. Students may withdraw from a course considered a gifted service in accordance with the high school course drop policies and timelines. Families are strongly encouraged to work with the teacher attached to that gifted service, the building principal, and any other relevant staff to develop a plan of support and intervention for the student prior to withdrawal. Educators may share concerns about student performance in the class/service; however, educators may not remove a student from gifted services without parent/guardian consent nor may they coerce a parent/guardian to do so. Families who wish to withdraw their student from a gifted service course should work with the school counselor. The school counselor will then notify the district's administrator for gifted education, who will, in turn, modify any EMIS reporting.

Written Education Plans

Written Education Plans (WEP) are created for students receiving formal, state-recognized gifted services as described above. These plans are created by teachers or gifted staff each fall and distributed to parents/guardians at the end of the first quarter either during conferences or through email. Parents/guardians will be given an opportunity at the start of the year to provide input on the development of the WEP. Each plan includes the type of service provided, the area of gifted identification served, plus one or two goals related to the area of giftedness and the type of service provided. The plan also lists how progress will be measured. Progress is reported throughout each semester via paper or electronic means.

Even though all gifted students receive a level of differentiated support from their classroom teachers, state rules do not allow for WEPs for students who are not in a formal service program described above. Additionally, WEPs written for students with multiple areas of identification will only include goals and progress measures for identification areas specifically aligned to the service provided. For example, a 4th grader who is gifted in superior cognitive ability, math, and science will only have goals for superior cognitive ability and math on the WEP as part of the GATE math service; science would not be on the WEP since formal gifted services are not provided. In another example, a high school student may be identified as gifted in reading and social studies and is taking AP English Language and Composition, AP Biology, Honors Algebra 2, and traditional US History. Only the AP English Language class will be on that student's WEP since the student is not gifted in science or math; there will also not be a goal for social studies since the student is not in an AP social studies class.

Support for All Students

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

- Using pre-assessment before a lesson or unit to determine student readiness and adjusting lessons to meet student needs.
- Grouping students by shared interest, topic or ability for assignments.

- Providing opportunities for students to have greater depth of learning or accelerated pace of instruction when mastery of concepts and procedures is demonstrated.
- Providing shortened, modified, or alternative learning tasks or assignments.
- Providing students with choice to allow exploration of topics of interest or to search for new information related to topics not studied.
- Facilitating creation of original productions that engage creative thinking and design processes.

Gifted intervention specialists and coaches may provide consultative services and collaboration with general education teachers during grade level and department meetings, or they may periodically come into a classroom to provide support.

Common Questions

What does differentiation look like?

Differentiation can take many forms in a classroom with the whole class, a small group of students in the classroom, or individual learners. It is possible that the student and family members may not even realize it is happening as it occurs. Teachers pull from a wide variety of strategies based on the student needs and the nature of the lesson moment by moment. See the section earlier in this handbook titled, *Support for All Students*, for more details.

How does my gifted teenager select the right course schedule?

Consider the array of needs of your student when selecting classes; students may also schedule meetings with their counselor for additional guidance on course selection if they choose. Students will not receive formal gifted services (per state definition) outside of Honors, AP, or CCP courses. At the same time, the school offers a full catalog of quality course options that do not fit this description of gifted service but still are appropriate for your student. While any student who is ready for the challenge of advanced courses are encouraged to participate, be sure to also balance academic and social emotional needs and student interests when determining course load. There is no single correct path for students, as each learner has a unique profile with needs that change over time. Many gifted learners benefit from accessing a mix of advanced and traditional courses and saving space for electives of interest. Others may find programs at the Eastland-Fairfield Career Center are the best path toward their long-term goals. The options are limitless, and all can lead to meaningful college and career placement after high school. Consider where your student is academically and emotionally in this moment and select courses that tap into strengths and interests while allowing for a balanced life as a whole, in and out of school, regardless of whether or not those courses are an “official” gifted service.

Suggested Social Emotional Support Strategies

Students who are gifted may experience social-emotional challenges that are unique to this population or may be a variation on challenges experienced by other children. Some common issues gifted children may face include the following:

- *Asynchrony* – Children who are gifted may experience uneven development among cognitive, academic, physical, social, emotional, and moral aspects of themselves. This asynchrony is in comparison to others of the same age and across areas within themselves. For example, a child with an IQ of 130 is more cognitively advanced and able to reason abstractly and logically than a typical child of the same age. Similarly, a gifted child may be advanced cognitively but not academically due to educational opportunities or disability, or a gifted child may be advanced cognitively but on target for their age emotionally or smaller than expected for their age physically. This unevenness can make it challenging to find the right environment to meet the range of needs a single child may possess.
- *Overexcitabilities* – Overexcitabilities, or intensities, can be experienced by anyone but are thought to be more prevalent among gifted individuals. There are five categories, and gifted individuals may experience intensity in one or more in any combination, or they may not experience any at all. Intellectual overexcitability is characterized by intense thought and curiosity, and students may complain about being unable to “shut off their brain.” Psychomotor overexcitability is frequent and/or intense physical activity, usually coinciding with concentration or mental activity. Sensory overexcitability is a heightened awareness of sensory input (sights, sounds, smells, tastes, and textures). Emotional overexcitability is characterized by extreme empathy and intense emotional responses to things affecting self or others and a heightened sense of fairness. Finally, imaginal overexcitability is an expanded sense of creative thinking through daydreaming, creative production, and imaginative play.
- *Perfectionism* – Some students who are gifted may experience perfectionism. Some self-prescribed forms of perfectionism lead to high achievement and do not cause emotional distress. But, some develop perfectionism as a result of their perceptions, real or imagined, of others’ expectations of them. This can occur if a child has been able to easily attain success in school and then suddenly faces a challenge. Or, sometimes perfectionism develops because of a misunderstanding

of the term “gifted” either due to lack of explanation or others’ expectations that gifted means success all the time. Some perfectionists will overwork themselves trying to achieve perfection, while others will disengage in order to avoid failure.

- *Underachievement* – Students who are gifted may underachieve for a variety of reasons. For some, it is a way to avoid failure. For others, it is a way of exerting control when they feel out of control in other aspects of their life. Some students underachieve to fit in with a particular peer group or to conform to a social norm. Others disengage because of lack of interest or a feeling that the task is irrelevant or unimportant. Before addressing underachievement, it is important to diagnose the reason for the behavior so that the response appropriately addresses the cause rather than aggravate the situation further.
- *Executive functioning delays* – Some gifted students, particularly those of high cognitive ability, may experience delays of 2-4 years in the development of various executive functioning skills as compared to their peers. Additionally, others may have unrealistic expectations of executive functioning because of their gifted identification. These issues most often are manifested in organization, time management, task initiation and completion, and persistence.
- *Relationship challenges* – Gifted children sometimes struggle to form meaningful friendships. The reasons can vary including a higher instance of introversion, the developmental asynchrony described earlier, or just struggling to find someone with common interests and passions. Other times, students who are gifted may develop a sense of superiority thus leading to isolation, or they may be teased or ostracized because of their giftedness.

Below are some strategies classroom families can use to support the social emotional development of the gifted students in their classes.

Appropriate Expectations

First and foremost, it is important to set appropriate expectations for the child. Cognitive and academic expectations should be based on a variety of assessment data. For example, a child that is gifted in math should be expected to engage in above level or enriched math tasks. But, that same child may need on-level reading or even reading intervention if the assessment data so shows. Similarly, remember the gifted student is still a child or teen, so they will likely display age-appropriate social interactions or emotional responses. But, those may initially appear out of place when viewed in light of their cognitive or academic development, so be aware of

biases or unrealistic expectations that may be held because of the student's gifted identification.

Thoughtful Comments

Family members affirm and correct students frequently throughout the day. Choose words and phrases that honor the student's abilities and efforts, focusing praise on effort and task persistence leading to growth or achievement. Avoid phrases like, "That's perfect!" or "Of course you succeeded; you're gifted." When making corrections to behavior or academic performance, provide specific, actionable feedback and avoid comments about ability or giftedness. For example, suggest a student focus writing revisions on using proper capitalizations rather than commenting, "You are gifted, so you should know to use capital letters."

Goal Setting and Monitoring

Gifted learners often experience success with little effort. So, when a more demanding task is presented to them, they may struggle with proceeding. Take time with learners to teach, model, and guide practice of creating reasonable goals, checking and documenting progress, and celebrating milestones along the way and eventually reaching the goal. Goals can be academic or personal.

Modifying the Environment

As described earlier, gifted learners sometimes struggle with overexcitabilities or relationships. Careful crafting of the home environment and teaching the learner to adapt to other environments can support both needs. Use a variety of lighting sources and minimize visual clutter on shelves and walls to reduce visual stimulation. Avoid using scented products or air fresheners in the space. Make various tools available to help the child control noise and distraction, such as privacy folders, earbuds or headphones connected to nothing, and textile fidgets. Be thoughtful about when music is played and the volume level used.

Teaching Executive Functioning Skills

Provide guidance for specific executive functioning skills. When the student is assigned a long term or larger projects or assignments, guide them to create a timeline to break the assignment into smaller pieces. Use timers to help students evaluate their time on task. Provide options for systems of organization for folders and notebooks, school supplies, lockers, or bedrooms, and then give opportunities to practice and adapt those systems to personal needs. Teach self-talk phrases and role play self-talk for working

through challenges and showing task persistence. Finally, provide frequent opportunities for students to reflect on their use of specific executive functioning skills and set goals for future skill development.

Space to Pursue Interests

Although it is important not to overschedule a student's time outside of school, creating space and opportunity for them to explore areas of interest, regardless of family interest or perceived value, can help the child's overall mental wellness. Find short-term afterschool groups or clubs or classes related to an area of interest held by the student. Spend time at the library finding books and other resources related to a passion topic. Help the child connect with others who may have similar interests.

Talking About Giftedness

People are often afraid to talk about giftedness, usually for fear that it will create a sense of elitism within the gifted child or will make others feel bad. However, honest conversations about what giftedness is (a different way of learning rooted in how the brain has developed) and what it isn't (a special privilege that is earned by being a good student or being better than others) helps students develop an accurate understanding of themselves and others. When giftedness is a taboo subject, students are left to create their own definitions or beliefs, and those beliefs are usually negative. They may think they are weird or not valuable as a person because someone teased them. They may think they are better than others because school appears to come more easily to them, and they don't understand why other classmates can't understand it the way they do. But, talking about giftedness and giving students an opportunity to share their experiences and hear that others experience those things, too, can support the gifted learner's social-emotional development. These conversations are usually safest in a small group of gifted individuals or one-on-one with a trusted adult.

Academic Acceleration

Overview

Academic acceleration is a formal process of a student skipping a grade level in either one subject area or all subject areas. There is extensive research on the academic and social-emotional implications of this practice, much of which is summarized in the [Acceleration Institute at the Belin-Blank Center's *A Nation Deceived* and *A Nation Empowered*](#). In general, research has shown acceleration to be a highly effective academic intervention free of negative social-emotional outcomes and even spurring some positive social-emotional benefits *for students who have been properly screened and placed in accordance with specific criteria as outlined in the research*. Acceleration is *not* a special program with enriched instruction. It is a *process of skipping instruction completely* when there is evidence that the content is already known.

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

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

Acceleration is an option for any student who demonstrates readiness, regardless of whether or not the student has been identified as gifted, and whose needs cannot be met within available grade level options. As such, acceleration typically is only necessary for students who consistently score significantly above the norm in comparison to both national and local norms. It may not be appropriate for all students identified as gifted. For students who are gifted and are in need of such a placement, academic acceleration may be considered a form of gifted service per state rules.

Ohio policy defines four types of acceleration:

- **Early Entrance to Kindergarten or First Grade** - This is the practice of admitting a student to Kindergarten who has not reached the age at which students are admitted to Kindergarten or placing a student in

First Grade who has not completed a kindergarten program. This option is for students who show significant cognitive and academic advancement for their age, not simply “kindergarten readiness.”

- **Subject Area** - This is the practice of assigning a student to a higher grade level course than is part of the typical academic transition. An example would be a student in 3rd grade who attends 4th grade math. Students must be able to demonstrate knowledge of content and skills for the content to be skipped as a result of the acceleration. Although this is an option for any core subject area (reading, math, science, and social studies), it is most commonly done in mathematics due to the nature of each of the disciplines and the potential for each to be enriched within the on-grade level classroom.
- **Whole Grade** - This is the practice of assigning a student to a higher grade-level across all subject areas than is typical given the student’s age for the purpose of providing access to appropriately challenging learning opportunities. This acceleration results in an earlier graduation from high school and matriculation with peers who may be older with a different level of maturity. Although this type of acceleration can be done at any grade level, it is most effective in younger grades to allow for early sustained engagement and assimilation into the new group of classmates.
- **Early High School Graduation** - This is the practice of skipping coursework to complete the high school program in less than four years for the purpose of providing earlier than typical access to post-secondary education opportunities. This option is available but rarely used. More commonly used options include early graduation due to early completion of required credits or taking advantage of College Credit Plus in lieu of early graduation.

Acceleration Referral and Assessment Process

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

Once the forms are received by the principal, they are sent on to the district administrator responsible for gifted education. That administrator will

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

For whole grade accelerations, early entrance, and early graduation, the district uses the *Iowa Acceleration Scale*, a research-based tool approved by the Ohio Department of Education and Workforce for this purpose. In alignment with the critical measures on this instrument, students must have a minimum cognitive score of 115 and a combination of achievement scores to meet a minimum threshold to continue on in the evaluation process. Those achievement scores are, on average, 90th percentile or higher compared to grade level peers and 50-75th percentile when normed two grade levels above.

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

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

Students New to GJPS

If a student new to Gahanna-Jefferson Public Schools has been previously accelerated and has completed at least a year in an accelerated placement in a previous district, the student will be placed in a class that would be comparable to the class left. If a student was in the middle of the first year of an acceleration, the student will be placed in the class most similar to the class left in the previous school. The district must receive verification of such accelerative placement as indicated in a previous Written Acceleration Plan, grade card, and/or transcript. Verbal or written informal communication with parents/guardians or prior school staff is not sufficient documentation. If the accelerated placement was in a course not directly comparable to an equivalent course in GJPS, a course syllabus may be requested from the previous school in order to confirm alignment and continued placement. Students who enroll in Gahanna-Jefferson Public Schools before beginning an accelerated placement must be evaluated by Gahanna-Jefferson Public Schools for the placement to occur here. Students who may have been recommended to begin an accelerated class in their previous school but did not yet begin that course may be placed in an accelerated program in Gahanna-Jefferson Public Schools following an evaluation by GJPS gifted staff using the same criteria as other GJPS students for placement in such course progressions. Data provided from the previous district may be used in the evaluation as part, but not all, of the student profile during the placement determination. Similarly, Gahanna-Jefferson Public Schools cannot conduct any type of acceleration placement evaluations for another school or district for students who may be leaving the district. In all cases where a student new to the district has previously participated in or was recommended for placement in an accelerated course pathway, documentation shall be provided to the district administrator responsible for gifted education for review and determination of next steps.

Early Entrance to Kindergarten and First Grade

Students in the district must be five years old on or before the first day of school in order to be enrolled in Kindergarten for the new school year. Students must also successfully complete a credentialed Kindergarten program before entering First Grade. However, there are times when a child may be best served entering school earlier than typical. School entrance ages and birthdates are established by the state based on research about immediate school readiness and long-term academic and social outcomes experienced by most children. As such, early entrance is *not* intended to be a common exception for children who are typically developing but miss the date by a few weeks, days, or even hours. Rather, early entrance is for children who are *significantly advanced* cognitively and academically.

Parents/guardians may refer a child for evaluation if the child will turn 5 between the first day of school and December 31 (or 6 if applying to First Grade). If the child's birthday is between January 1 and August 1, the referral must come from a pediatrician, psychologist, or licensed Ohio educator with knowledge of the child's cognitive and academic development. Parents/guardians must submit an application online by May 15 for fall placement or November 1 for January placement. Applications after this date may not be accepted. The referral form is available on the district website.

Once the referral and form are received, they are sent on to the district administrator responsible for gifted education. The administrator will schedule any necessary testing. This testing will begin with a brief cognitive screener administered by a school psychologist. If the student earns a score of 115 or higher, they will continue with the evaluation. If the student does not score 115 or higher, the process will end, and the student will not be able to enter school early.

For those who continue to the next step of the evaluation, the child will meet with the school psychologist for further testing, including an achievement test of reading, writing, math, and general knowledge. The cognitive assessment will be normed based on the child's age, and the achievement test will be normed for the student's age and two years above. The scores from these assessments are placed on the *Iowa Acceleration Scale*, a research-based tool approved by the Ohio Department of Education and Workforce for this purpose. In alignment with the critical measures on this instrument, students must have a minimum cognitive score of 115 and a combination of achievement scores to meet a minimum threshold to continue on in the process. Those achievement scores are, on average, 90th percentile or higher compared to age-mates and 50-75th percentile when normed two years above.

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

Special Acceleration Options

There are a few programs that do not utilize the acceleration process described above but are considered an acceleration in accordance with state definitions.

GATE Math (Elementary School)

GATE Math is available in grades 3 through 5 for students who are identified as gifted in both superior cognitive ability and math. This is a compacted daily math class. Students in GATE 3 learn the state math standards for grades 3 and part of grade 4. Students in GATE 4 learn the remaining grade 4 state math standards and all of grade 5 standards. Students in GATE 5 learn the math standards for grade 6 and part of grade 7. When entering middle school, students will enroll in the ACE Math 7/8 course and will be on track to complete both Algebra I and Geometry by the end of middle school.

ACE Math (Middle School)

This is a sequence of middle school math courses that compacts three years of math (Math 6, Math 7, and Math 8) into two years during grades 6 and 7. Students then go on to take Algebra I in 8th grade, thus opening space in the high school years for higher level math courses. While students do not need to be identified as gifted to enroll, provided they meet other eligibility criteria, these courses are considered a gifted service for students who are gifted in the subject area of the course. The sequence is also considered a subject acceleration for all students during the second year. To be placed in this program, students must have either a 1-year or 2-year average score at or above the 85th percentile on the MAP math test. Students and families will be automatically notified in the spring of 5th grade if eligible for this course sequence. ***Students who do not participate in middle school compact math can still access advanced courses in high school due to multiple math pathways that can be customized to student readiness as it evolves over time.*

Credit Flexibility (High School)

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

College Credit Plus (Middle and High School)

The program is available to eligible students in grades 7 through 12. Students may apply to and enroll in college courses as participating universities while

still enrolled in Gahanna-Jefferson Public Schools. Students earn dual high school and college credit for these courses. Tuition and books are provided for students who maintain required performance levels. In some cases, they may also be considered an acceleration for participating students depending on the courses taken. Because these are true college level courses with the expectation of previous mastery of high school content, this program is typically only appropriate for a very small number of students in grades 7-10. Please weigh all options carefully when considering CCP.

Written Acceleration Plans

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

State Testing of Accelerated Students

The WAP also includes documentation of any adjustments to state testing participation due to the acceleration. In general, students will participate in any state tests (OST) administered in the grade level/content area of instruction. Students who are whole grade accelerated will be tested with their new grade level group. Students who are subject accelerated will be tested at their typical grade level for all subjects except the accelerated subject; the accelerated subject will be tested at the higher grade level. A 2nd grade student subject accelerated into a 3rd grade class shall take the 3rd grade OST for that area; the student must also meet the Third Grade Reading Guarantee if accelerated in reading. This pattern of testing generally applies to high school end of course exams taken by accelerated middle and high school students, as well, including those utilizing College Credit Plus. There may be exceptions depending on federal guidelines and testing waivers in place at the time of testing. For example, middle school students taking a reading, math, or science high school course for which there is no end of course exam must take the content area test for their overall grade level, even if taken in previous years.

Reversal of Acceleration Placements

Because of the careful process used for determining acceleration placements, the vast majority of accelerated students are successful in both the short and long term. However, there is a rare occasion that a student struggles more than expected. All new acceleration placements include a six- to nine-week

trial period to give the student time to adjust to the new placement. If the student does not do well academically or emotionally, the placement may be reversed without penalty to the student or any negative consequence on the student's academic record.

However, after that trial period, the placement becomes permanent. Any reversal of the acceleration after that point, whether it is at the end of the first year or in a future year, is documented as a retention in that subject or grade level. This option should only be considered if the student is failing the accelerated course(s) or if the student is experiencing significant social-emotional issues directly related to the acceleration placement. Behavior or social-emotional concerns that would likely be present regardless of grade level placement should not be grounds for reversing an acceleration. Decisions to retain a student who has been accelerated should be made collaboratively between teacher, principal, and parent and should be carefully documented in writing. The documentation should be included in the student's cumulative file and provided to the district administrator responsible for gifted education.

Common Questions

How should I prepare my students for testing?

The best way to prepare is to make sure the student understands this is a measure to learn how they think or to get a sense of what they know and what we need to teach next. It is not a test that they pass or fail, and it is not included in their grades. They are not expected to know everything on the test since they have not yet been taught everything on the test. This understanding can help alleviate any pressure the student may feel. From a practical standpoint, make sure your student gets a good night's rest the night before and eats a good breakfast the morning of the test.

Some families ask about practice tests or workbooks to prepare. We discourage such practices. The point of the assessment is to get a reliable idea of your learner's current and consistent skill level in order to determine what instruction is needed next. Practicing prior to the assessment can create a sense of pressure and anxiety within your child thus hindering performance on the actual test or can result in short term, surface level gains that dissipate quickly; both scenarios provide an inaccurate picture of true abilities or achievement. That can lead to inappropriate placements that are harmful long term instead of helpful. Additionally, the use of practice tests creates ethical dilemmas due to legal and professional standards surrounding psychological and academic testing, which can result in testing conducted by the school being deemed invalid and the scores unusable depending on the conditions and nature of the practice test.

The testing covered skills my child has not yet been taught. Why is that considered in placement?

Specific knowledge and skills within the curriculum are assigned to specific grade levels to ensure they are taught when developmentally appropriate for most children and to build in a natural progression. The norm is for each child to access the curriculum at each grade level. It is expected that the vast majority of students will not know what they have not been taught; that is why we have them attend each grade level as designed. The purpose of an acceleration, though, is to avoid having a student sit through classes for a grade level's content if they have *already* mastered it, even without having had explicit instruction. In the end, the goal is to place a student at the grade level where they will receive instruction in content they do not already fully know from both a concrete and abstract perspective. For most students, it will be in their typical grade level, but occasionally a student may need to jump ahead due to prior skill mastery.

My child just misses the Kindergarten cut-off by a short period of time. Why are the requirements more stringent than what is expected of other incoming Kindergarten students just a little bit older?

When a child does not meet the established birthdate requirement, GJPS is required by law to follow the state's acceleration policy and utilize the state-approved tool, the *Iowa Acceleration Scale*. The authors of the IAS developed their criteria based on extensive research over decades examining factors that ensure long-term success for students who enter Kindergarten at an age younger than expected. While there is nothing magic about the established birthdate requirement itself, the district is required to select from state-determined cutoff dates and then must follow state acceleration policies when students do not meet that cutoff.

Twice Exceptionality

Introduction

The term, *twice exceptional*, or *2e*, may be used when referring to a student who is identified as both gifted and having a disability OR is identified as both gifted and is an English Learner. Identification of students who are twice exceptional can be challenging, as often one exceptionality masks the other, especially in the primary grades. For example, the verbal skills of a cognitively gifted child may temporarily mask a reading disability while the reading disability limits the student's ability to demonstrate giftedness on an approved test. Or, an English Learner may not have developed enough English Language skills to demonstrate giftedness on some assessments, but the giftedness prompts rapid language development that may lead to prematurely removing language supports. Bright students with inconsistent skills or abilities may potentially be twice exceptional. Students who are twice exceptional may need multiple types of supports to both address areas of limitation and build upon student strengths.

Gifted Identification

Students who are twice exceptional may not be prevented from being identified as gifted if they meet state criteria. Districts are required to review tests, procedures, and environments for biases that may prevent underrepresented students from demonstrating their areas of giftedness. The district makes conscious decisions to select the most appropriate tests to determine a student's abilities based on state guidelines and recent research. Practices include frequent whole grade screening in grades 2 through 11, use of cognitive tests that are current with research to support use with diverse populations with varying degrees of English proficiency, use of cognitive subscale scores where allowed by state rule, and collaboration with the Special Education staff to review ETR outcomes of students who may be twice exceptional.

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

Students with disabilities will be identified as gifted in the same manner as other students as described in this handbook.

Gifted Services

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

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

Students New to GJPS

Gifted Identification

Families enrolling a gifted student in Gahanna-Jefferson Public Schools are asked to provide evidence of gifted identification, such as an identification letter or test score history. The district's enrollment form also asks about previous gifted identification or service, which will prompt a records request by the administrator responsible for gifted education. If a student has been identified as gifted by another Ohio public school district, Gahanna-Jefferson Public Schools will honor the student's gifted identification(s) in accordance with Ohio law. For students coming from out of state or an Ohio private or charter school, the district will review past test scores. Students will be identified as gifted if a qualifying score was achieved in the past 24 months on a test from Ohio's approved list of assessments. Students without qualifying scores will be evaluated by the district within 90 days of enrollment at the request of parents/guardians.

Gifted Services

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

Acceleration

If a student new to Gahanna-Jefferson Public Schools has been previously accelerated and has participated in an accelerated placement in a previous district, the student will be placed in a class that would be comparable to the class left. The district must receive verification of such accelerative placement as indicated in a previous Written Acceleration Plan, grade card, and/or transcript. Verbal or written informal communication with

parents/guardians or prior school staff is not sufficient documentation. If the accelerated placement was in a course not directly comparable to an equivalent course in GJPS, a course syllabus may be requested in order to confirm alignment and continued placement. Students who enroll in Gahanna-Jefferson Public Schools before beginning an accelerated placement must be evaluated by Gahanna-Jefferson Public Schools for the placement to occur here. Students who may have been recommended to begin an accelerated class in their previous school but did not yet begin that course may be placed in an accelerated program in Gahanna-Jefferson Public Schools following an evaluation by GJPS gifted staff using the same criteria as other GJPS students for placement in such course progressions. Data provided from the previous district may be used in the evaluation as part, but not all, of the student profile during the placement determination. In all cases where a student new to the district has previously participated in or was recommended for placement in an accelerated course pathway, documentation shall be provided to the district administrator responsible for gifted education for review and determination of next steps.

Additional Contact Information

District

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

Dr. Colleen Boyle

Curriculum Coordinator of Special Programs

boylec@gips.org or gipsgifted@gips.org

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

Jill Elliott, Assistant Superintendent

elliottj@gips.org

Building

For questions about classroom instruction, building enrichment or extracurricular activities or to submit a referral for gifted testing or acceleration, please contact the building principal.

Resources for Families of Gifted Learners

Quarterly Newsletter

The Curriculum Coordinator for Special Programs publishes a quarterly newsletter and sends it via email to the parents/guardians of all GJPS students identified as gifted in one or more areas. Each newsletter will focus on a specific topic and include articles and resources related to the topic that families may find helpful and any announcements specific to GJPS gifted learners.

Organizations

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

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

OAGC
P.O. Box 30801
Gahanna, OH 43230
(614) 337-0386

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

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

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

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

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

Council for Exceptional Children – Talented and Gifted
Ball State University BU 109
Muncie, IN 47306

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

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

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

Belin-Blank Center
600 Blank Honors Center
The University of Iowa
Iowa City, IA 52242-0454

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

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

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

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

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

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

Supporting Emotional Needs of Gifted
PO Box 6074
Scottsdale, AZ 85261
(773) 907-8092

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

World Council for Gifted and Talented Children
Western Kentucky University
1906 College Heights Blvd, #11030
Bowling Green, KY 42101
(270) 745-4123

Websites

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

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

Books and Magazines

- Amend, Edward R., Kircher-Morris, E., & Gore, Janet L.. *A Parent's Guide to Gifted Children: A Resource for Caregivers and Advocates*, 2nd ed. Gifted Unlimited Press, 2023.
- Coleman, Laurence J. & Cross, Tracy L. *Being Gifted in School: An Introduction to Development, Guidance, and Teaching*. Prufrock Press, 2011.
- Cross, Tracy L. *On the Social and Emotional Lives of Gifted Children*, 5th ed. Prufrock Press, 2018.
- Daniels, Susan & Piechowski, Michael M. *Living with Intensity: Understanding the Sensitivity, Excitability, and the Emotional Development of Gifted Children, Adolescents, and Adults*. Great Potential Press, 2008.
- Davis, Joy L. *Bright, Talented, and Black: A Guide for Families of African American Gifted Learners*. Great Potential Press, 2010.
- Delisle, James R. *Parenting Gifted Kids: Tips for Raising Happy and Successful Children*. Free Spirit Publishing, 2006.

- Delisle, James R. *Understanding Your Gifted Child From the Inside Out: A Guide to the Social and Emotional Lives of Gifted Kids*. Prufrock Press, 2018.
- Fertig, Carol. *Raising a Gifted Child: A Parenting Success Handbook*. Prufrock Press, 2008.
- Fonseca, Christine. *101 Success Secrets for Gifted Kids, 2nd ed.* Prufrock Press, 2015. (**written for students)
- Fonseca, Christine. *Emotional Intensity in Gifted Students: Helping Kids Cope with Explosive Feelings*. Prufrock Press, 2016.
- Galbraith, Judy. *The Survival Guide for Gifted Kids, 3rd ed.* Free Spirit Publishing, 2013. (**written for students)
- Galbraith, Judy & Delisle, James R. *The Gifted Teen Survival Guide, 54th ed.* Free Spirit Publishing, 2022. (**written for students)
- Galbraith, Judy & Delisle, James R. *When Gifted Kids Don't Have All the Answers*, Revised ed. Free Spirit Publishing, 2015.
- Greenspon, Thomas S. *Moving Past Perfect*. Free Spirit Publishing, 2012.
- Greenspon, Thomas S. *What to Do When Good Enough Isn't Good Enough*. Free Spirit Publishing, 2007. (**written for students)
- Inman, Tracy Ford and Kirchner, Jane. *Parent Gifted Children 101*. Prufrock Press, 2016.
- Jolly, Jennifer L., Smutny, Joan Franklin, & Nilles, Kathleen. *Success Strategies for Parenting Gifted Kids*. Prufrock Press, 2010.
- Jolly, Jennifer L., Treffinger, Donald, Inman, Tracy, & Smutny, Joan Franklin. *Parenting Gifted Children*. Prufrock Press, 2010.
- Neihart, Maureen, Reis, Sally M., Robinson, Nancy M., & Moon, Sidney M. *The Social and Emotional Development of Gifted Children: What Do We Know?, 2nd ed.* Prufrock Press, 2016.
- Peters, Dan. *From Worrier to Warrior: A Guide to Conquering Your Fears*. Gifted Unlimited, LLC, 2013. (**written for students)
- Peters, Dan. *Make Your Worrier to Warrior: A Guide to Conquering Your Child's Fears*. Gifted Unlimited, LLC, 2013.
- Peters, Dan, Reid, Lisa, & Davis, Stephanie. *The Warrior Workbook: A Guide to Conquering Your Worry Monster*. Gifted Unlimited, LLC, 2013. (**written for students)
- Rimm, Sylvia. *Keys to Parenting the Gifted Child, 3rd Ed.* Great Potential Press, 2007.
- Rimm, Sylvia. *Why Bright Kids Get Poor Grades and What You Can Do About It: A 6-Step Program for Parents and Teachers, 3rd Ed.* Great Potential Press, 2008.
- Rivera, Lisa. *A Parent's Guide to Gifted Teens: Living with Intense and Creative Adolescents*. Great Potential Press, 2010.

- Rivera, Lisa. *A Smart Teen's Guide to Living With Intensity: How to Get More Out of Life and Learning*. Great Potential Press, 2010.
- Schultz, Robert A. & Delisle, James R. *If I'm So Smart, Why Aren't the Answers Easy?* Prufrock Press, 2003. (**written for students)
- Siegle, Del. *The Underachieving Gifted Child: Recognizing, Understanding, and Reversing Underachievement*. Prufrock Press, 2012.
- Strip, Carol Ann & Hirsch, Gretchen. *Helping Gifted Children Soar. A Practical Guide for Parents and Teachers*, 2nd ed. Great Potential Press, 2011.
- Sunde Peterson, Jean & Peters, Daniel B. *Bright, Complex Kids: Supporting Their Social and Emotional Development*. Free Spirit Publishing, 2021.
- Van Gemert, Lisa. *Living Gifted: 52 Tips to Survive and Thrive in Giftedland*. Independently published, 2019.
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- Webb, James T., Gore, Janet L., Amend, Edward R., & DeVries, Arlene R. *A Parent's Guide to Gifted Children*. Great Potential Press, 2007.
- Webb, James, et al. *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders*, 2nd ed. Great Potential Press, 2016.
- *Gifted Child Today Magazine* – Prufrock Press, www.prufrock.com, P.O. Box 8813, Waco, TX, 76714-8813, \$35 per year, quarterly
- *Parenting for High Potential Magazine*– National Association for Gifted Children, www.nagc.org, 1707 L Street, N.W. - Suite 550, Washington, DC 20036, benefit available with NAGC membership

Information about Twice Exceptional Learners

- [Twice Exceptional Guide by Ohio Department of Education](#)
- [Twice Exceptional Students by National Association for Gifted Children](#)
- [2e Twice Exceptional Newsletter](#) (Information Archives)
- [Is My Child Twice Exceptional or 2e? by Seth Perler](#)
- Kircher-Morris, Emily. *Raising Twice Exceptional Children*. Prufrock Press, 2022.

Glossary

- **Ability Test** – This type of test is used to measure a student’s critical thinking skills as an estimate of intellectual intelligence. It is often administered in a group setting. Ability tests are used for identifying students as gifted in superior cognitive ability, as part of an assessment for creative thinking ability, or as part of an acceleration evaluation. Scores are usually reported in the form of a standard score based on the student’s age.
- **Acceleration** – Acceleration is the process of skipping a grade level in one or all subject areas. This is a formal process outlined in state rules and may take the form of early entrance to Kindergarten/First Grade, subject acceleration, whole grade acceleration, or early graduation.
- **ACE Math** – This is a sequence of middle school math courses that compacts three years of math (Math 6, Math 7, and Math 8) into two years during grades 6 and 7. Students then go on to take Honors Algebra I in 8th grade, thus opening space in the high school years for higher level math courses. While students do not need to be identified as gifted to enroll, provided they meet other eligibility criteria, these courses are considered a gifted service for students who are gifted in the subject area of the course. The sequence is also considered a subject acceleration for all students during the second year.
- **ACE ELA** – This is an enriched English Language Arts class offered in grades 6 through 8. Students must meet eligibility criteria for placement in grade 6, but enrollment is open to all interested students in grades 7 and 8. These courses are considered a gifted service for students who are gifted in reading or superior cognitive ability.
- **Achievement Test** – This type of test is used to measure a student’s current level of academic skills in a specific subject area, such as reading, math, science, or social studies. It is often administered in a group setting while assessing for giftedness in one of the four content areas listed here or as part of an acceleration evaluation. Scores are usually reported in the form of a percentile rank based on the student’s grade level.
- **Advanced Placement** – This is a specialized high school class using a curriculum developed by the College Board. Advanced Placement courses are approximately equivalent to freshman college level courses. Students have the potential to earn college credit based on scores from an end of year College Board exam. While students do not need to be identified as gifted to enroll, these courses are considered a

gifted service for students who are gifted in the subject area of the course.

- **Checklist of Behaviors** – This type of assessment is used to rate patterns of behavior related to creative thinking or visual/performing arts as part of gifted evaluations in those areas. These checklists are completed by a trained educator with knowledge of the child. Scores are often reported as raw or scale scores based on the student's age.
- **Cluster Class** – A cluster class is a typical grade level class that includes 4-10 students who are gifted in the same area. This type of grouping allows for gifted learners to have access to similar-ability peers for collaboration and facilitates differentiation in the classroom without removing students to separate learning settings.
- **College Credit Plus** – The program is available to eligible students in grades 7 through 12. Students may apply to and enroll in college courses as participating universities while still enrolled in Gahanna-Jefferson Public Schools. Students earn dual high school and college credit for these courses. Tuition and books are provided for students who maintain required performance levels. While students do not need to be identified as gifted to enroll, these courses are considered a gifted service for students who are gifted in the subject area of the course. In some cases, they may also be considered an acceleration for participating students.
- **Creative Thinking Ability** – This area of gifted identification is for students who demonstrate atypically inventive or unique ways of thinking. Identification is based on an elevated cognitive ability score (typically in the 112-115 range, although it varies by test) and a qualifying score on a checklist of creative behaviors.
- **Credit Flexibility** – Credit flexibility is a state-created educational option that enables students to earn high school credits through non-traditional means. Examples include independent study, summer programs, online courses, and testing out. In some cases, credit flexibility may be considered an acceleration for participating students.
- **Differentiation** – This is an instructional approach where teachers modify instructional activities or approaches based on the learning needs of small groups or individual students. This may include tiering a lesson, providing alternative or modified assignments, use of leveled small groups, or other strategies that may or may not be obvious to the outside observer.
- **Early Entrance to Kindergarten/First Grade** – Early Entrance is a whole grade acceleration process where a student may enter

Kindergarten early if they will not be 5 by the first day of school or may enter First Grade early if they have not completed an accredited kindergarten program. It requires a formal evaluation in accordance with Ohio and district policy.

- **Early Graduation** – This is a whole grade acceleration process where a high school student skips high school content to graduate early due to previous content mastery. It requires a formal evaluation in accordance with Ohio and district policy. Students may also graduate early through non-accelerative means if they have accumulated enough credits to fulfill graduation requirements.
- **GATE ELA** – This elementary gifted service is available to students in grades 4 and 5 who are identified as gifted in superior cognitive ability. This is a supplemental reading class taught daily by a gifted intervention specialist.
- **GATE Math** – This elementary gifted service is available to students in grades 3 through 5 who are identified as gifted in superior cognitive ability and math. This is a replacement math class taught daily by a gifted intervention specialist. Over the course of three years, students will complete the math standards for grades 3 through 6 and part of grade 7. As a result, the class is considered a subject acceleration in grade 4. Students will proceed to ACE 7/8 when they enter 6th grade in middle school.
- **Gifted Intervention Specialist** – A teacher with a special Ohio license or endorsement indicated formal training in teaching gifted learners. This teacher provides formal gifted services to students in accordance with the district service plan.
- **Honors** – This is a designation given to select high school courses that are more advanced in content and go in greater depth than their traditional counterparts. Students do not need to be identified as gifted to enroll.
- **Naglieri Ability Index (NAI)** – The NAI is the ability score from the Naglieri Nonverbal Abilities Test administered in grades 2 and 5. It is reported as a standard score.
- **Percentile Rank** – This score describes a student's performance relative to a nationally normed sample of students in the same grade. It is most commonly referenced on achievement tests. Scores range from 1 to 99, with 50th percentile representing average achievement. If a student scores at the 75th percentile, it means the student earned a score equal to or higher than the score of 75% of the national sample. A

score of 95th percentile or higher is required on a state approved achievement test for gifted identification in a subject area.

- **Raw Score** – This score indicates the number of items a student correctly answered on a test OR it represents the total points earned on a checklist of behaviors. This typically is only reported for some checklist of behaviors in the gifted identification process.
- **RIT Score** – This score is unique to the MAP test. It is a non-interval scaled score to represent a student's current level of academic achievement. It is not used for gifted identification.
- **Scale Score** – This score is a sequential scale set by test publishers to describe relative performance on a test. It is often used to allow for progress to be measured across grade levels. It is typically only reported on advanced reports, on college readiness exams, or when reporting scores for some checklists of behaviors. In the gifted identification process, it is only used for select approved checklists of behaviors.
- **Service** – Service refers to formal gifted programming that is designed in accordance with Ohio Administrative Code. These are documented each year on a Written Education Plan and reported to the state through EMIS. The district staff may provide additional support to students informally throughout the year that are not considered a "service" if they do not meet the rigorous operating standards set by the state.
- **Specific Academic Ability** – This area of gifted identification is for students who demonstrate advanced knowledge and skills in a core subject area, such as reading, math, science, or social studies. Students must earn a score at or above the 95th percentile on an approved achievement test to be identified as gifted in a specific academic area.
- **Standard Score** – This is a statistical score based on a traditional bell curve. It is often used to report cognitive ability scores, although it is sometimes used in advanced reports for other assessments. A score of 100 is considered average. Gifted identification in superior cognitive ability requires a standard score "two standard deviations above the mean minus the standard error of measure." The specific score varies by test but is typically in the 127-130 range.
- **Subject Acceleration** – This type of acceleration is when a student skips a grade in a single content area. For example, a 4th grader may go to 5th grade for math. It requires a formal evaluation in accordance with Ohio and district policy.

- **Superior Cognitive Ability** – This area of gifted identification is for students who demonstrate advanced cognitive reasoning and problem-solving skills. Identification is based on an advanced cognitive ability standard score (typically in the 127-130 range, although it varies by test).
- **Tier II Services** – This is a clustered class setting offered in grades 4 and 5. A group of 4 to 10 students with similar gifted identification are placed together within a regular classroom with services provided in class by their general education teacher. Teachers have received training in the needs of gifted learners. These reading courses are considered a gifted service for students who are gifted in reading OR superior cognitive ability. Tier II math is considered a gifted service for students who are identified as gifted in math OR are gifted in superior cognitive ability.
- **Twice Exceptional (2e)** – A student may be referred to as *twice exceptional* if they are both identified as gifted in one or more areas and are identified as having a disability or are an English Learner.
- **Visual and/or Performing Arts Ability** – This area of gifted identification is for students who demonstrate advanced artistic talent in the areas of visual art, instrumental or vocal music, drama, or dance. Identification is based on a qualifying score on a checklist of artistic behaviors and a demonstration of talent via portfolio or audition. Skills are evaluated in light of prior training and opportunities to develop talent with gifted identification based on exceptional skill in relation to the amount of training received.
- **Whole Grade Acceleration** – This type of acceleration is when a student skips a grade entirely. For example, a student may move from 3rd grade to 5th grade over the summer and skip 4th grade. It requires a formal evaluation in accordance with Ohio and district policy.
- **Written Acceleration Plan (WAP)** – A WAP is a document used to facilitate the transition when a student is newly accelerated. It is created at the time the acceleration placement is made and includes logistical steps to arrange for the acceleration, support for the student during the transition period, and a timeline for the process to be finalized.
- **Written Education Plan (WEP)** – A WEP is a document provided for students receiving formal gifted services. It is created each fall and includes the service provided, responsible staff member, goals specific to the area of identification served, and how progress will be measured. Progress is reported at the end of each semester. Per Ohio law, gifted students who are not enrolled in formal gifted services will not receive a WEP.

References

- Ohio Department of Education (ODE). (2018). *Gifted indicator - description and general business rules*. Columbus, OH: Author. Retrieved October 1, 2018. <http://education.ohio.gov/Topics/Data/Report-Card-Resources/Achievement-Component/Gifted-Students-Indicator>
- Ohio Revised Code Chapter 3324: Gifted students. Retrieved October 1, 2018. <https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio/Ohio-Revised-Code-3324.pdf.aspx>
- Ohio Administrative Code 3301-51-15: Ohio operating standards for identifying and serving students who are gifted (effective 2024/July 23). Retrieved October 1, 2024. <http://codes.ohio.gov/oac/3301-51-15>

Appendix: Forms

Referral for Gifted Assessment



Gahanna-Jefferson Public Schools

630 Morrison Road, Suite 200 Gahanna, OH 43230 (614) 471-7065 www.GahannaSchools.org

REFERRAL FOR TESTING FOR GIFTED IDENTIFICATION AND/OR SERVICE

Referrals are accepted between March 1 – April 1 and August 1 - September 10; referrals outside of those dates will be held until the next referral window.

I would like to refer the following student for testing to determine possible gifted identification and/or service from the gifted department.

Student's Name: _____ Grade: ____ Current School: _____

Referred by: _____ Relationship to Student: _____

Parent/Guardian Name: _____

Parent/Guardian Phone: _____ Email: _____

Reason for Referral: _____

Please indicate with a check mark the area(s) to be assessed:

_____ Superior Cognitive Ability _____ Creative Thinking Ability

_____ Science _____ Social Studies

Students in grades 2 - 11 will be assessed in these areas at least twice a year. Only check Reading or Math if your child does not fall within that grade band and you would like him/her assessed.

_____ Specific Academic Ability in Reading (grades K-1 or 12)

_____ Specific Academic Ability in Math (grades K-1 or 12)

Please select one of the following two statements below regarding your child's participation in testing, and sign this form. As soon as the testing is completed and scored, you will be sent written documentation with the results. **Please note: If you have given permission to test, assessments will be administered when the evaluator is available.**

_____ I **give** permission for my child to participate in the testing of the above initialed area(s) for possible gifted identification.

_____ I **do not give** permission for my child to participate in the testing of the above area(s) for possible gifted identification.

Parent/Guardian Signature: _____ Date: _____

Please return this form to your child's school principal/office or email to gipsgifted@gips.org.

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Sample Written Education Plan

***Structure may vary by grade band*



Written Education Plan (WEP) for Gifted Services

_____ School year

Student Name:
Student ID:
School:
WEP Review Date:

DOB:
Grade Level:

Area(s) of Identification:

Annual Reading Goal(s):
Service Setting for Goal(s):
Personnel Responsible for Service:
Objectives/Progress Measures:

Annual Math Goal(s):
Service Setting for Goal(s):
Personnel Responsible for Service:
Objectives/Progress Measures:

Annual Affective Goal(s):
Objectives/Progress Measures:

Methods and Schedule for Reporting Progress:

Policy Regarding Waiver of Assignments:

Since gifted services are provided either in a separate class or within the general classroom setting, policies regarding the waiver of assignments and the scheduling of tests does not apply.

Gifted Service Opt Out Form



Gahanna-Jefferson Public Schools

630 Morrison Road, Suite 200 Gahanna, OH 43230 (614) 471-7065 www.GahannaSchools.org

Dear _____,

You have expressed that you do not wish to have _____ participate in Gahanna Jefferson gifted services for the _____ school year. Please sign the bottom of this letter and return it to your child's principal. If you would like to have your child participate in gifted services in the future, please let your building principal know.

Thank you,

I understand that if I would like my child to participate in the future, I will inform my child's principal prior to the beginning of the school year in order to place him/her in the correct class(es) if he/she meets the eligibility criteria.

Printed name

Signature

Date

Please return this to your building principal.



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Gifted Service Withdrawal Form



Gahanna-Jefferson Public Schools

630 Morrison Road, Suite 200 Gahanna, OH 43230 (614) 471-7065 www.GahannaSchools.org

Gifted Service Withdrawal Form

Student Name _____ Student ID _____

School _____ Grade _____

Service to be declined or withdrawn:

- ☐ GATE ELA ☐ GATE Math ☐ Tier II ELA ☐ Tier II Math
☐ ACE ELA ☐ ACE Math

Reason for decline/withdrawal:

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

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

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

- _____ I am choosing to decline/withdraw my student named above from the indicated gifted service(s) for the current school year.
_____ I understand my student may not return to the indicated gifted service(s) this school year.
_____ I understand my student will not receive different gifted services in lieu of the one(s) indicated above.
_____ I understand I may choose to have my student participate in any and all gifted services for which they are eligible next school year.

Parent/Guardian Signature

Date

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Referral for Acceleration Assessment



Gahanna-Jefferson Public Schools

630 Morrison Road, Suite 200 Gahanna, OH 43230 (614) 471-7065 www.GahannaSchools.org

Referral for Acceleration

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

Type of Acceleration Requested

Subject area _____ Whole grade level: From grade _____ to grade _____

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

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

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

Other specifics supporting this recommendation:

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Sample Written Acceleration Plan



Gahanna-Jefferson Public Schools

630 Morrison Road, Suite 200 Gahanna, OH 43230 (614) 471-7065 www.GahannaSchools.org

WRITTEN ACCELERATION PLAN

Student:

School:

Grade

Type of Acceleration:

- Subject (specify) _____
- Grade (from-to) _____
- Early Entrance
- Early High School Graduation

Placement:

From:

To:

Transition Period:

Strategies to ensure a successful transition:

Strategies to ensure continuous progress following the transition period:

Requirements and Procedures for Earning High School Credit Prior to Entering High School (if applicable):

Staff member(s) assigned to monitor the implementation of this plan:

Signatures:

Parent/Guardian Signature

Parent/Guardian Signature

Principal Signature

Date

Distribute copies of this document to: student's building principal(s), current teacher, receiving teacher, gifted coordinator/GIS, and parent(s) or legal guardian(s). Place a copy in the student's file.

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