

Final Idea Review

Automatic "Can Dos" from Stakeholder Communication, Parent/Student Perceptions of Challenge, Visual/Performing Arts ID, Twice Exceptional Populations, and Parent/Guardian and Staff Resources/Learning from Other Sections

Ideas	Legal/Rule Considerations	Logistical or Systemic Challenges	Possible solution to challenges
More communication with families about what gifted programming and identification looks like at all levels (what format?)			Newsletter, Web, Annual service letters, Brochure for ID letters, Recorded info session
General materials to educate first time gifted parents including unique SEL needs			
Handout/brochure to include with ID letters with info about programming			
Visual representation of information			
Ensure teachers are well-informed and equipped to answer questions during conferences (how kids are served in and out of the classroom)			FAQ Sheet for teachers before PT conferences
Clear communication about support for students in their classroom and where they receive service			
Potential Parent sessions based on other Priorities: <ul style="list-style-type: none"> ● What does it mean to be successful in Bexley? ● Identification processes and explanations ● Challenge and growth vs. achievement attainment as goal ● Guidance for parents of students from historically underrepresented populations ● Guidance for parents of 2e students ● VPA identification process 		Not all families participate How do we know what parents need to know? How can we educate parents more so they are equipped?	Offer conversations at varying times Partner with BMPA and Special Ed PTO to offer sessions Could this be incorporated into a parent institute event? Record session and post for viewing later

<p>Potential Staff PD Topics:</p> <ul style="list-style-type: none"> ● asset/strength-based thinking rather than deficits-based/multicultural training ● using Creative Thinking checklists and ways the traits may manifest in different scenarios ● Fostering a growth mindset ● Needs of 2e students ● Characteristics of young gifted children ● Meeting needs of young gifted children ● Basics on ID and how to access information about students 		When?	<p>Pay for summer PD? Incorporate in November prof day. Incorporate in other specialized PD (Special Ed, Climate/Culture) This could be something we emphasize in getting teachers to get their required hours. Create a Public School Works mini-session on CT checklists for 2nd/4th grade teachers</p>
<p>Work with arts teachers to review and strengthen the gifted identification process at all visual and performing arts levels</p> <ul style="list-style-type: none"> ● Need to identify earlier in the arts (music, creativity, art) 		<p>Visual and Performing Arts teachers support hundreds of students, making it difficult to really explore the talents of students. The curriculum doesn't always highlight the gifted area. (Ex. piano player, gymnast) It could reflect negatively on the district to show a number of students have been identified as gifted in VPA but are not served.</p>	<p>Encourage parents to nominate or ensure students are aware they can nominate themselves.</p> <p>Establish clear timelines (in collaboration with music and art teachers) to communicate opportunities to families (*students new to the district, two grade-levels in elementary school like third and fifth)</p> <p>Tie in with existing audition or advanced arts opportunities</p> <p>Communicate process/characteristics to teachers to be on the lookout for students who explore these talents outside of school programs</p>
<p>Collaboration and training with gifted teachers and intervention specialists</p>		Time	<p>Pay for summer PD? Incorporate in November prof day. GIS attends IEP/504 meetings</p>
<p>Additional supports for social-emotional learning and executive functions often needed within gifted curriculum or acceleration opportunities</p>		<p>May be further impacted due to the chronologic age of students Staff availability to do this or training for existing staff</p>	<p>GIS or a Gifted Coach to support gen. ed teachers. (In some cases, the GIS is already providing this level of support.) This support would be relevant for all students. Include specific SEL or executive functioning needs into the IEP or 504</p>

<p>Opportunities for students who are identified as gifted in the Arts, avenues for them to connect outside of the school... connections to Museums, Capital University, Children's Choir, etc. **May not be year 1 but could do over time</p>	<p>Allowable, just not reportable as a service (service must occur within the school day)</p>	<p>Time to plan these Funding for supplemental contracts Staff willing to take it on</p>	<p>Grant funding Partner with outside organizations</p>
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Ideas Beyond the Scope of Gifted Education - Recommendations to Pass On to Administration for Consideration in Other Discussions

Ideas	Legal/Rule Considerations	Logistical or Systemic Challenges	Possible solution to challenges
<p>Review grading practices:</p> <ul style="list-style-type: none"> • Create more continuity among ES, MS and HS, e.g. standards- based mastery grading. • Rethink the idea that the first time students in Bexley get grades is the first time it counts, e.g. to college entrance. SEL impact. • Consider a hybrid non/grade for 7th grade and full grades for 8th grade. 		<p>Not a gifted specific issue - more of a district issue</p>	<p>Share thoughts with senior leadership and principal groups for further discussion and action as appropriate.</p>
<p>Need to look at why students are not being referred for honors/AP from MS to HS and within the HS.</p>		<p>Tracking of students - how can students break out of these tracks? Not just a gifted issue</p>	<p>Discussion w/MS teachers on referrals - what does interest/success look like?</p>
<p>High school students reach out to MS students from underrepresented groups to encourage AP/Honors enrollment and peer mentor during transition</p>		<p>Time to coordinate visits</p>	<p>Use flex time, homeroom, or lunch times to support this, tie in with BMPA student mentor program or other existing structures</p>
<p>All teachers (including gifted, AP, etc.) need to be familiar with and following student's IEP and 504 plans, including use of aides</p>	<p>Legal expectation this occurs</p>		<p>Reinforce with staff via Special Ed</p>
<p>Intervention Specialist may spend time in gifted/honors/AP classrooms</p>		<p>Scheduling and staffing challenge</p>	<p>Work with principals and special ed team on this</p>
<p>Identify a separate group to review math acceleration/progression of learning</p>	<p>Other than compacting, acceleration is governed by state law and policy based on extensive research in this area. Process includes cognitive and above level math assessment (2 years above) plus social-emotional rubric followed by team discussion</p>	<p>For years, there have been comments made by HS math teachers about problems they see in students who have been accelerated. Little time; no structures for vertical subject planning meetings.</p>	<p>Create a vertical math committee; offer supplementals to be part of it. Review data on student performance accelerated compared to whole group (2021 OST data - accelerated students significantly outperformed group as a whole on math OST grades 4-Geometry both in scale score and performance level) Interview HS math teachers to understand better their perspective of what problems or strengths there can be by the time they get students who have been accelerated.</p>

Project-based learning units in gen ed classes or arts programs in conjunction with GIS can incorporate talents much more effectively.		Schedules make planning and implementation difficult and would require restructuring. Professional development time is lacking. Would suggest an entire district shift.	Begin with interested teachers collaborating with arts teachers and/or Steve Shapiro to gain momentum
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Review Instructional Approaches and Materials

Ideas	Legal/Rule Considerations	Logistical or Systemic Challenges	Possible solution to challenges
Utilize Depth and Complexity framework (going deeper and apply multiple places rather than just moving faster)		PD Need	Provide PD Would provide a solution to the acceleration of students
Cross disciplinary projects/project based learning model		Philosophical shifts This takes a lot of planning time - when? Who could facilitate this since teachers may not be familiar with organizing this type of thing? Teacher push-back if in gen ed classroom; lack of awareness of the potential inherent in this approach. Hard to pull teachers away from what they are familiar with	Instructional coach? Begin with curriculum aligned, pre-designed projects Field trips for teachers to other schools to see this in action. Need for common units - or at least an agreement amongst elementary schools about major ELA, Science, and Social Studies content to address each quarter. These can then be built up over time into units built around projects. The units can also have low and high intervention built into activities, lessons, materials, and resources.
Tap into connections and experiences led by Steve Shapiro		Time, philosophy	Begin with interested teachers collaborating with Steve Shapiro to gain momentum

Implementation in Gifted Classrooms/Formal Services vs. Implementation District Wide

Additional Supports for Underrepresented Populations (to boost ID/ outcomes)

Ideas	Legal/Rule Considerations	Logistical or Systemic Challenges	Possible solution to challenges
Explore gifted behaviors and possible rubrics to more frequently monitor for students who may qualify for gifted services	Can't use rubrics or informal to actually ID, but could be used to prompt additional referrals (not limit a referral)		This could be used for observation before students are ID'd (K-2). It could also be a resource for teachers of all grades to access.
Programming that "front-loads" under-represented students in the early grades (K-2/3) or in general before they are tested for giftedness. (Talent development)	Allowable, just not reportable as a service	When will this be done? By whom?	Could be woven into core instruction already happening - lang arts, inquiry units. ELA curriculum currently being reviewed - how can we consider adding? Adjust schedule of GIS to fit in some time for this or bring on new staff for this role
Front-loading for all students by summer programs as well as after-school programs. (Talent development)	Allowable, just not reportable as a service	When will this be done? By whom? Funding for staff after hours	Grant funding Partner with outside organizations
Exposure to mentors and role models (teachers or students who are in gifted education)		Who? When?	Need someone (teachers/other kids?) to reachout Can HS come down and be role models to MS? Can HS gift "look fors"? Do during flex time/study hall/homeroom Use Bexley Connect as source for adult mentors
Offer to retest all students of color with less biased cognitive assessment than they may have been tested with previously		Who will do this testing? When? Cost for materials Need to gather parent permission forms before testing - some may not respond	GIS already handle retesting
Check in with our identified gifted students or students in AP/Honors class from these groups to see how they are feeling in the class and support as needed		Who has this responsibility?	Identify point person tied to other trusted roles and schedule check ins Counselor or gifted specialist? (in role or trained as such)

Supporting Social-Emotional Needs

Ideas	Legal/Rule Considerations	Logistical or Systemic Challenges	Possible solution to challenges
Opportunities for gifted students to connect across grade-levels/grade bands	Allowable, just not reportable as a service	Time to coordinate visits Plan needed to make time purposeful Staff to do that planning and supervision? Would it be required? They won't like that unless it is fun. Plan needed to make time purposeful Staff to do that planning and supervision?	Use flex time, homeroom, or lunch times to support this Stipend for staff member to do this during planning time or lunch
Monthly gifted "advisory" for MS and/or HS led by someone with gifted training (neighboring district used to do this with MS)	Allowable, just not reportable as a service	Would it be required? They won't like that unless it is done in a fun way. Some sort of plan needed to make time purposeful - staff to do that planning and supervision? All IDs or just cog? (Numbers could get really large)	Use flex time, homeroom, or lunch times to support this Stipend for staff member to do this during planning time or lunch Flex Discovery classes - but now they are open. Embed in ELA course through reading selections - courses being updated now
Connections outside of school to enhance enrichment	Allowable, just not reportable as a service (service must occur within school day)	Funding for Bexley-sponsored programs Participation affected by outside factors	OWjL camp - what other opportunities are there? Bexley opportunities?
Purposeful, scheduled SEL lessons co-taught with the GIS and school counselor (elementary)		When? Would it include all IDs or just cog? (Numbers could get large if all IDs)	Embed in cogELA Add some gifted-targeted applications in the regular counseling curriculum since high % of students are ID
Purposeful incorporation of SEL lessons in gifted service courses		May be more difficult in secondary content courses due to teacher training and course requirements Time for PD and planning Need a curriculum developed/resources purchased	Begin with elementary service settings and ELA courses Use existing curricular resources developed by other districts or 3rd party vendors

Rethinking Existing Elementary Services

Ideas	Legal/Rule Considerations	Logistical or Systemic Challenges	Possible solution to challenges
Keep existing services intact (CogELA for grades 4/5 for Cog ID students)		Most teacher requests for help are for math. 3rd grade is not included or served. Cog ID students who struggle in reading may not be appropriately served in ELA. Combining 4 & 5 prevents GIS from collaborating easily with grade level teams. BENEFIT - Easier to address SEL needs through ELA	Options below...
Expand CogELA Service to 3rd grade		There are not enough minutes in the current schedule to serve three full grades. It would leave no time for math support.	
Change ELA service to include students gifted in reading/writing	Caseload limits for services	Too many students to stay within case loads - about 20% of students would leave classrooms	
Shorten Existing CogELA service time to open room in schedule for math and/or other supports		this requires coordination between GIS and classroom teacher for instruction and grading, which is a different and more complicated time challenge	
Check-ins from the gifted IS for students who are identified as gifted but not yet served		Time What does this “check in” look like? Could lead to family expectation of individual services	Intervention block Need for a weekly session with the GIS for High Cog students (lunch club?) Would that be in addition to a service??? All HC are served already. Monthly “Families” idea from CS. Gifted kids could be adopted into their own family. (in addition to service?)
Interdisciplinary cognitive pullout (instead of ELA) to focus on an array of subjects (including math) and social emotional support - redirect extra time to other grade levels/subject areas/supports	Would have to meet the minimum times for service	Previously tried with 70 minutes per day and building schedules not coordinated - was challenging May be perceived as reduction in service if time decreased Coordination with other teachers/content areas Students may miss time in a core subject	Do service 45 minutes per day OR 2 hours twice a week Pull during a mix of subject areas so no subject is the only one missed When communicating, emphasize expansion of other services/supports as a result of change in this structure

		<p>that is not area of strength Students would miss some work and teachers would need to be sure NOT to require it to be made up When it is not tied to a subject area, it can be difficult to get everyone to stay on schedule.</p>	
<p>Have another GIS to provide other types of services (SEL, creativity or split subjects/grade levels)</p>		<p>Would likely need 1 per building Funding for salaries is large cost</p>	<p>Start with one who does SEL or creativity interventions/supports but not formally reported services and travel between buildings</p>
<p>Bring on a Gifted Instructional Coach to provide supports to teachers</p>	<p>Allowed but not reportable as service unless classroom teachers meet PD requirements</p>	<p>Funding for salary is large cost Coaching was a low rated choice on teacher survey</p>	
<p>Keep a core group of either cog/math or cog/ELA gifted students and take in extra identified students in the chosen subject</p>	<p>Becomes complicated when selecting other identified students to bring in due to requirements about service placement criteria - would have to be accessible to all students with an ID area at all 3 schools in order to meet equity requirements</p>	<p>Eliminates services for cog only students (without the reading or math ID) who may have greater needs for support from a GIS Teachers need to be working on the same page to pre-assess in unison. It can create confusion / unhappiness in some children and parents. Lack of suitable assessments to sort out</p>	
<p>Eliminate CogELA and redirect time solely to math (possibly grades 2 and up)</p>		<p>If we're done with ELA and are switching to providing gifted services in math, are teachers ready to deal with high cog Ss in ELA? If we started providing math service to 2nd graders on up, a student could potentially have one math teacher for 4 years straight.</p>	
<p>Have the GIS be teacher of record/self-contained teacher for all high 4/5 cog kids for all subjects</p>		<p>May have years when numbers are too high for case load (not the case right now) Is community/staff okay with a completely separate full time class for gifted students?</p>	

		<p>GIS would need to plan 4th and 5th grade instruction simultaneously for all subjects -some subjects work better than others for that (science/social studies not as easy) What grade level for allied arts? Doesn't provide support to lower grades</p>	
<p>Shared GIS team approach to serving gifted: 1 GIS to specialize in ELA; 1 for math; 1 for SEL.</p>	<p>Case loads</p>	<p>Should SEL be separate or embedded? Teachers would have to travel every day - lost time Building schedules do not coordinate with each other</p>	

Elementary Math Support

Ideas	Legal/Rule Considerations	Logistical or Systemic Challenges	Possible solution to challenges
More emphasis on depth rather than pacing and acceleration - provide lessons/resources to classroom teachers		What exactly does this look like? Project, extensions, something else?	Utilize combination of math coach and GIS to support co-planning lessons with depth Purchase some prepared lessons/materials that provide depth
Gifted students could start or end their day an hour early to create time for increased opportunities for individualized instruction or instruction with gifted groups	Allowable, just not reportable as a service (service must occur within the school day)	Staffing and cost of staffing Transportation to/from school at an off hour Some students may not be able to attend outside of the day	
Flexible groups by unit going to/from GIS based on pre-assessment (grade 3 and up or lower?)	Allowable, just not reportable as a service (must use ID-based criteria and meet minimum minutes/week throughout the year) Caseload limits for services	Communication so parents understand support happening for students, clarity for kids who are not gifted that may move in and out of the group with the GIS Time coordination	Clear explanation letter/meeting for families at start of year Do during intervention block Clustering gifted students in one class
Flexible groups among classes with GIS as an extra group	Allowable, just not reportable as a service unless gifted math students always with GIS (must use ID-based criteria and meet minimum minutes/week throughout the year) Caseload limits for services	Coordination of schedules (may not be an issue within a single grade level due to building schedules) Teachers need to be in same units across classes, assess at same time Time to form/re-form groups Communication so parents understand support happening for students, clarity for kids who are not gifted that may move in and out of the group with the GIS Need for clear pre-assessments Groups may potentially be too large with just the Math ID students on their own even before other students would filter in - essentially about 20% of students would get pulled out just based on gifted ID When grade levels do math at same times, how would we service multiple grade	Clear explanation letter/meeting for families at start of year Helps with equity; allows for more students to have a chance to shine/grow into a higher level of work and learning.

		levels?	
Pull-out program	Caseload limits for services	staffing; state minimum minutes; scheduling Elementary: Primary has math at a different time from Upper Elementary Groups would likely be too large with just the Math ID students on their own - essentially about 20% of students would get pulled out just based on gifted ID Students eligible for this and other gifted services would be pulled out significant portion of day	
Combine a core high cog group which is seen 2 xs per week; supplemented by a daily flexible group based on unit pre-assessment	Would need to ensure minimum time is met to report as a service (about 4 hours) or not report as service	Coordination of schedules (may not be an issue within a single grade level due to building schedules) Time demand would be really high for both options combined Teachers need to be in same units across classes, assess at same time Time to form/re-form groups Communication so parents understand support happening for students, clarity for kids who are not gifted that may move in and out of the group with the GIS Focusing on high cog group may miss students with significantly advanced math skills but not high cog	Could be worked into the current intervention block in the elementary schedule. Could the intervention block be expanded to 45 minutes a day?
Servicing all grades once a week in K-2 (in what manner)?	Would need to ensure minimum time is met to report as a service (about 4 hours) or not report as service Caseload limits for services	Does this fit research guidance for daily challenge for gifted learners What areas of ID? Not many students ID a before grade 2 - may not be enough to form a group by ID area Big range of skills/reaediness	Could become an intervention.
Compacting grades 1-2, 3-4, 5-6 (Need to consider impact on MS and HS Ts) ● Compact 3 years in 2 at elem		Staffing and scheduling - would need elementary teachers qualified to teach MS math beyond current classes and	Pull together a vertical team of ES, MS, and HS math teachers to explore what this option could look like.

<p>level (4-5-6) during 4th and 5th grade years (but honestly not the grades I see the biggest need)</p>		<p>would need elementary math schedules to align Social emotional readiness? How many students actually need this extreme of an approach? Bang for our buck? (currently 1-5 kids accelerated in a grade level - GIS is working with 1-5 each day for this purpose) **If the MS feels kids 85th% and above can do a compacted curriculum, why wouldn't we be able to have a good number, too? - Would result is MANY more students accelerated in math Time and materials to do evaluation to determine student readiness for this in alignment with acceleration research Long term implications - a student who started with this in early grades could be as much as 3 years ahead BEFORE getting to middle school Creates complicated math course needs for middle school and beyond OR if compacting doesn't occur at MS, eliminates opportunities for students not gifted ID or not ready for compacting until MS Standards specifically provide for compacting option in middle school (7/8/9), not elementary - this is because elementary is about developing conceptual understanding of number beyond arithmetic before moving into upper level math processes. Districts who have used this model are starting to move away from it - may need to consider their experiences</p>	<p>Possible purchase (or development) of an individualized learning program for math (e.g. Redbird)</p>
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Other

Ideas	Legal/Rule Considerations	Logistical or Systemic Challenges	Possible solution to challenges
Opportunities for gifted kids to join extra-curricular activities that enhance their learning. Provide supplemental contracts to staff to lead those activities. E.g. math competition clubs	Allowable, just not reportable as a service (service must occur within the school day)	Time to plan these Funding for supplemental contracts Staff willing to take it on Funding for actual contests, etc.	Grant funding Partner with outside organizations There are supplementals that have gone fallow and could be reenergized
RTI conversations around gifted student progress and outcomes		Training still ongoing about Rtl in general May be difficult for GIS to be included on all conversations due to time	Embed discussions about gifted in current and ongoing Rtl training Expand gifted PD with elementary staff related to nature/needs of gifted
Utilize instructional coaches to help with creating lessons for gifted students outside of gifted classes		Coaches not trained as gifted specialists	Provide PD for coaches Use teachers who are trained in gifted Could we have an instructional coach in the future who is trained as a gis? Those are fluid positions.
Move 2nd grade cognitive screening to later in the year		Still need to have time to do creativity follow up Need to avoid state testing windows and spring Panorama Splitting 2nd/4th creates two testing interruptions to building schedules instead of one Moving 2nd and 4th to later in year means newly ID 4th graders cannot join services midyear as they currently do (this practice is unique to Bexley)	Could do both grades in March before spring break, which would allow April/May for creativity checklists
Student-parent-teacher conferences with gifted IS and classroom teacher		Coordination of schedules across multiple teachers is complicated	