

## Idea Review

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

<b>Ideas</b>	<b>Legal/Rule Considerations</b>	<b>Logistical or Systemic Challenges</b>	<b>Possible solution to challenges</b>
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.
Rethink how we identify/Alternative routes to identification (portfolios?)	Not allowed to use alternative routes to ID - must be on Ohio's approved list	n/a	
Programming that "front-loads" under-represented students in the early grades (K-3) or in general before they are tested for giftedness.	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
Professional development around asset/strength-based thinking rather than deficits-based/multicultural training		When?	Pay for summer PD? Incorporate in November prof day. This could be something we emphasize in getting teachers to get their required hours.
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
Need to look at why students are not being referred for honors/AP from MS to HS and within the HS.		Tracking of students - how can students break out of these tracks? Not just a gifted issue	Discussion w/MS teachers on referrals - what does interest/success look like?
Explore parent information sessions to provide them resources and guidance.		This feels like a "does Colleen have time question." How do we know what parents need to know? How can we educate parents more so they are equipped? Not all families attend	Could this be incorporated into a parent institute event? Record session and post for viewing lataer

Front-loading for all students, regardless of grade level, that transfer into the district. This would include summer programs as well as after-school programs. Staffing is needed for this.	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
Creative thinking ID is currently subjective and could easily be influenced by implicit bias. (proposed solution?)	Must use tools approved on Ohio's list.	How do we reduce bias in teacher considerations? Need for PD when time is limited.	Provide PD on using the checklists and ways the traits may manifest in different scenarios Create a Public School Works minisession for 2nd/4th grade teachers
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	
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)
High school students reach out to MS students from underrepresented groups to encourage AP/Honors enrollment and peer mentor during transition		Time to coordinate visits	Use flex time, homeroom, or lunch times to support this

*Supporting Social-Emotional Needs*

<b>Ideas</b>	<b>Legal/Rule Considerations</b>	<b>Logistical or Systemic Challenges</b>	<b>Possible solution to challenges</b>
Opportunities for gifted students to connect across grade-levels	Allowable, just not reportable as a service	Time to coordinate visits Some sort of plan needed to make time purposeful - staff to do that planning and supervision?	Use flex time, homeroom, or lunch times to support this
Cross grade level connection during Flex time at MS (HS mentor MS) and MS mentor elementary students	Allowable, just not reportable as a service	At MS, but would it be required? They won't like that unless it is done in a fun way.	Use flex time, homeroom, or lunch times to support this Stipend for staff member to do this during planning time or lunch

		Some sort of plan needed to make time purposeful - staff to do that planning and supervision?	
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
Connections outside of school to enhance enrichment	Allowable, just not reportable as a service (service must occur within the school day)		We encourage OWjL camp - what other opportunities are there? There have been occasions where Bexley offered summer-camp-style weeks, but not sure what happened there.
What places are there at the MS to have students grouped together and address some of the issues mentioned in the literature.		Same as three above?	Flex Discovery classes - but now they are open. Embed in ELA course through reading selections - courses being updated now
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 such high % of students are ID
Continue to emphasize a growth mind-set to help gifted kids be OK with challenge & "happy mistakes" (this is already a strength at Maryland Elementary)		Need PD for teachers Needs to occur at school and home	Tie in with counseling curriculum Parent institute?
As a committee we need to be careful about how any significant changes in services mid-year will affect kids in this area. We need to make changes at strategic times, especially at the elementary level. (Reconsider mid-year service placement?)			Any service changes won't occur mid-year - we are planning for next year and beyond.

*Visual & Performing Arts ID and Support*

<b>Ideas</b>	<b>Legal/Rule Considerations</b>	<b>Logistical or Systemic Challenges</b>	<b>Possible solution to challenges</b>
<p>A review of the gifted identification process at all visual and performing arts levels</p> <ul style="list-style-type: none"> <li>• Need to identify earlier in the arts (music, creativity, art)</li> </ul>		<p>Visual and Performing Arts teachers support hundreds of students, making it difficult to really explore the talents of students.</p> <p>The curriculum doesn't always highlight the gifted area. (Ex. piano player, gymnast)</p> <p>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>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.</p>	<p>Allowable, just not reportable as a service (service must occur within the school day)</p>	<p>Time to plan these</p> <p>Funding for supplemental contracts</p> <p>Staff willing to take it on</p>	<p>Grant funding</p> <p>Partner with outside organizations</p>
<p>Parent meeting to explain process for those referred for evaluation</p>		<p>Not all families participate</p>	<p>Record session and post for viewing later</p>
<p>Project-based learning units can incorporate talents much more effectively. Opens up many more opportunities for collaboration between GenEd and specialist teachers. It allows for talented students to explore their own strengths and interests within a larger learning context.</p>		<p>Schedules make planning and implementation difficult and would require restructuring.</p> <p>Professional development time is lacking.</p> <p>Would suggest an entire district shift.</p>	<p>Begin with interested teachers collaborating with arts teachers and/or Steve Shapiro to gain momentum</p>

*Additional Supports for Twice Exceptional Populations*

<b>Ideas</b>	<b>Legal/Rule Considerations</b>	<b>Logistical or Systemic Challenges</b>	<b>Possible solution to challenges</b>
Targeted professional development on asset-based approaches		Time	Pay for summer PD? Incorporate in November prof day. Embed in other Rtl and Special Ed PD provided in district
Collaboration and training with gifted teachers and intervention specialists		Time	Pay for summer PD? Incorporate in November prof day. GIS attends IEP/504 meetings
Additional supports for social-emotional learning and executive functions often needed within gifted curriculum or acceleration opportunities		May be further impacted due to the chronologic age of students Staff availability to do this or training for existing staff	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
All teachers (including gifted, AP, etc.) need to be familiar with and following student's IEP and 504 plans	Legal expectation this occurs		
Intervention Specialist may spend time in gifted/honors/AP classrooms		Scheduling and staffing challenge	
Aides used for support per IEP or 504 plan in gifted classrooms	Legal expectations if in IEP		
Continue to create a culture of inclusivity among students and faculty			
Professional development on twice exceptional ID and how to meet their needs (faculty should not question, "why is this (2e) child in my gifted class")		Time	Pay for summer PD? Incorporate in November prof day. Embed in other Rti or special Ed training

*Review Instructional Approaches and Materials*

<b>Ideas</b>	<b>Legal/Rule Considerations</b>	<b>Logistical or Systemic Challenges</b>	<b>Possible solution to challenges</b>
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Professional development for early elementary school teachers on identifying gifted students and providing challenges within the gen. ed. Classroom		Time	Pay for summer PD? Incorporate in November prof day.
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		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?	Instructional coach? Begin with curriculum aligned, pre-designed projects
Tap into connections and experiences led by Steve Shapiro		Time, philosophy	Begin with interested teachers collaborating with Steve Shapiro to gain momentum

*Elementary Math Support*

<b>Ideas</b>	<b>Legal/Rule Considerations</b>	<b>Logistical or Systemic Challenges</b>	<b>Possible solution to challenges</b>
What does gifted services in mathematics look like? (provide specific ideas)		HS sometimes sees that students who have been accelerated run into problems.	Identify a separate group to review math acceleration/progression of learning
More emphasis on depth rather than pacing and acceleration		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
Cross-curricular project or problem-based learning experiences		Teacher preparation and planning to create these projects	Instructional coach? Begin with curriculum aligned, pre-designed projects

<p>Gifted students could start and end their day an hour early to create time for increased opportunities for individualized instruction or instruction with gifted groups</p>	<p>Allowable, just not reportable as a service (service must occur within the school day)</p>	<p>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</p>	
<p>Flexible groups by unit going to/from GIS based on pre-assessment (grade 3 and up or lower?)</p>	<p>Allowable, just not reportable as a service (must use ID-based criteria and meet minimum minutes/week throughout the year)</p>	<p>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</p>	<p>Clear explanation letter/meeting for families at start of year Do during intervention block  Clustering gifted students in one class</p>
<p>Flexible groups among classes with GIS as an extra group <b>To count as a gifted service, there should be a core group of math id students. (NOTE: This seemed to be the preferred option if possible.)</b></p>	<p>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)</p>	<p>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</p>	<p>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.</p>
<p>Pull-out program</p>		<p>staffing; state minimum minutes; scheduling Elementary: Primary has math at a different time from Upper Elementary Groups may potentially be too large with just the Math ID students on their own even before other students would filter in</p>	
<p>Combine a core high cog group which is seen 2 xs per week; supplemented by a daily flexible group based on unit pre-assessment</p>	<p>Would need to ensure minimum time is met to report as a service (about 4 hours) or not report as service</p>	<p>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</p>	<p>Could be worked into the current intervention block in the elementary schedule.  Could the intervention block be expanded to 45 minutes a day?</p>

		<p>Time to form/re-form groups</p> <p>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</p> <p>Focusing on high cog group may miss students with significantly advanced math skills but not high cog</p>	
<p>Servicing all grades once a week in K-2 (in what manner)?</p>	<p>Would need to ensure minimum time is met to report as a service (about 4 hours) or not report as service</p>	<p>Does this fit research guidance for daily challenge for gifted learners</p> <p>What areas of ID? Not many students ID a before grade 2 - may not be enough to form a group by ID area</p>	<p>Could become an intervention.</p>
<p>Compacting grades 1-2, 3-4, 5-6 (Need to consider impact on MS and HS Ts)</p> <ul style="list-style-type: none"> <li>• Compact 3 years in 2 at elem level (4-5-6) during 4th and 5th grade years (but honestly not the grades I see the biggest need)</li> </ul>		<p>Staffing and scheduling - would need elementary teachers qualified to teach MS math beyond current classes and would need elementary math schedules to align</p> <p>Social emotional readiness?</p> <p>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)</p> <p>Time and materials to do evaluation to determine student readiness for this in alignment with acceleration research</p>	<p>Pull together a vertical team of ES, MS, and HS math teachers to explore what this option could look like.</p> <p>Possible purchase (or development) of an individualized learning program for math (e.g. Redbird)</p>
<p>Need to be better at identifying students who REALLY can benefit OVER TIME from acceleration options. Consider long-term SEL and content-related issues. (recommendations?)</p>		<p>For years, there have been comments made by HS math teachers about problems they see in students who have been accelerated.</p> <p>Little time; no structures for vertical subject planning meetings.</p>	<p>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)</p> <p>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>



			Create a vertical math committee; offer supplementals to be part of it.
Pre-assess and provide appropriate depth or compacting of material with each unit starting in kindergarten. Math should not be “easy” and “boring” for the 1st 3 years of school.		Teacher planning for flexible grouping Mindshift in using small groups in math	This work is part of Bridges curriculum and is starting to develop as a practice Use math coach to support
More rigorous acceleration screening process			Ensure acceleration assessment covers material, thinking, and concepts that will be needed down the road. Will the knowledge and skills be retained  Ensure that any realignment or revisioning of the math program includes math teachers from all three levels (ES, MS, HS).

*Rethinking Elementary Services*

<b>Ideas</b>	<b>Legal/Rule Considerations</b>	<b>Logistical or Systemic Challenges</b>	<b>Possible solution to challenges</b>
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?)  Monthly “Families” idea from CS. Gifted kids could be adopted into their own family.
A project based learning model for elementary programming that cross different content areas		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	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.
Interdisciplinary cognitive pullout (instead of ELA) to focus on an array of		May be perceived as reduction in service if time decreased	Redirect extra time to additional grade levels/math Pull during a mix of subject areas so no subject is the

subjects and social emotional support		Coordination with other teachers/content areas Students may miss time in a core subject thst is not area of strength	only one missed
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*Stakeholder Communication*

<b>Ideas</b>	<b>Legal/Rule Considerations</b>	<b>Logistical or Systemic Challenges</b>	<b>Possible solution to challenges</b>
More communication with families about what gifted programming and identification looks like at all levels (what format?)			
General materials to educate first time gifted parents including unique SEL needs			
Handout/brochure to include with ID letters with info about programming			
Family info session with overview of ID process and services		Not all families participate	Record session and post for viewing later
When decisions about service are made, I would love teachers to be involved in that. Parents too! Or at least let them know about service being discontinued or started in a clear manner. (documentation of programs)	Service placements are made based on set ID criteria (not like IEP services where a team chooses), parents/guardians are to be informed and can decline		This question was more about changes ins service model as a whole, not individual student services. This review team is the solution to this - once proposals are made and any recommendations are adopted, the intention is to sustain that plan until the next review team cycle.
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 what happens to support students in their classroom and where they receive			

service			
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*Alignment of Parent/Guardian and Student Perspectives on Pace and Challenge*

<b>Ideas</b>	<b>Legal/Rule Considerations</b>	<b>Logistical or Systemic Challenges</b>	<b>Possible solution to challenges</b>
What does it mean to be successful in Bexley? Facilitate conversations with community and families		Not all families participate	Offer conversations at varying times
Student-parent-teacher conferences with gifted IS and classroom teacher		Coordination of schedules across multiple teachers	
Can we focus on differentiation and challenge / growth - not worry about test scores as much? (What does this look like? Who does what and how?)			
Be student-centered, not parent-centered. (What does this look like? Who does what and how?)			

*Other*

<b>Ideas</b>	<b>Legal/Rule Considerations</b>	<b>Logistical or Systemic Challenges</b>	<b>Possible solution to challenges</b>
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	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
We would like to know about how students are being identified - we could use this data to address gaps and			

opportunities to expand. (specific suggestions based on ID practices?)			
<p>Review grading practices:</p> <ul style="list-style-type: none"> <li>• Create more continuity among ES, MS and HS, e.g. standards- based mastery grading.</li> <li>• 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.</li> <li>• Consider a hybrid non/grade for 7th grade and full grades for 8th grade.</li> </ul>		Not a gifted specific issue - more of a district issue	Share thoughts with senior leadership and principal groups for further discussion and action as appropriate.
Utilize instructional coaches to help with creating lessons for gifted students outside of gifted classes		Coaches not trained as gifted specialists	<p>Provide PD for coaches</p> <p>Use teachers who are trained in gifted</p> <p>Could we have an instructional coach in the future who is trained as a gis? Those are fluid positions.</p>
Provide more information to teachers about each student's identification.			