The mission of the Kent City Schools is to provide an appropriate educational program and learning environment which will effectively meet the educational needs of all of its students and citizens and help its students accomplish educational goals which are transferable.
### Summary of Tasks

- **Gifted Advisory Committee**
  - Administrators
  - Teachers
  - Psychologists
  - Counselors
  - Gifted Specialists
  - Many of whom are parents of gifted children
- **Kent City SD Administrative Team**

- **OCTOBER/NOVEMBER**
  - Initial Planning with Superintendent and Kent City School Administration Team
  - Convened Gifted Advisory Committee Meetings
  - Surveyed Students, Staff, and Families
  - Face Group Sessions with District Administration Team

- **DECEMBER**
  - Convened Gifted Advisory Committee Meetings
  - Surveyed Students, Staff, and Families
  - Face Group Session with District Administration Team

- **JANUARY/FEBRUARY**
  - Face Group Session with Faculty, Community, and Parents
  - Ongoing conversations with district and building administrators, students, and current and previous Gifted Intervention Specialists
  - Recommendations Promoted to District Administration Team

- **MARCH**
  - Ongoing conversations with district and building administrators, students, parents, and current and previous Gifted Intervention Specialists
  - Recommendations Promoted to Board of Education

### Lack of consensus about clear goals of Gifted Programming in KCSD

**BEST ADDRESSED by**

- Creating a clear companion Mission Statement to the District’s (in process)
- Convening a Gifted Advisory Committee to meet periodically to review program goals and make recommendations

### Students, Staff, and Parents would like us to consider:

- Lack of consensus about clear goals of Gifted Programming in KCSD
- Programming continuum of service and opportunities
- Variance in understanding of nature and needs of gifted students and comfort with appropriately differentiating for needs of Gifted and High-Ability Students
- Communication with/education of parents
- Ensuring Compliance with ODE Rules
- Ensuring Ongoing Evaluation

### The Biggest Areas for Adjustment/Improvement: OVERALL

1. Expand and strengthen Services and other opportunities for gifted students
2. Utilize staff and schedules more efficiently and effectively for students
3. Improve Communication
4. Provide for ongoing review

### What we did:

**SERVICE** v **Enrichment**

### ELEMENTARY SCHOOLS

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**Adjustment to Service/Enrichment Model**

1. Pull-out section for students in grades 4 and 5 with Gifted ID
2. Superior Cognitive ability (1 day per week at Holden ES with GIS D. Young or C. Hawks)

### Future Practice

- **Pull-out section for students in grades 4 and 5 with Gifted ID**
  - Superior Cognitive ability (1 day per week at Holden ES with GIS D. Young or C. Hawks)
  - *(Assign group)* SC students and R students in ELA sections
  - Co-taught by GIS and HQ* teachers (206006) / 206045
  - All R students will have pullout during Gifted Intervention (GIS/ HQ) within the ELA class
  - All SC students will have pullout during SC service provided by GIS/ HQ within the ELA class
  - Create documented differentiated curriculum/ resources for these sections
  - Provide HQPD & ongoing support for non-GIS service teachers

*GIS = Gifted Intervention Specialist
*HQ = High Ability Specialist

### Overall

- Assign SC students section of IE ("stretch time") with GIS
- Create documented curriculum/ resources for these sections
## STANTON MIDDLE SCHOOL

### Current practice
- **No formal services**
  - Serve SC students and R students in ELA classes taught by HQ* teachers (205047)
  - All R students will have WEP showing R service provided by GIS/ HQ within ELA class
  - SC students who are not R and are not well placed in this section may still receive service through TIE and/or Math
  - Create documented differentiated curriculum/ resources for these sections
  - Assign SC student to same section of TIE with GIS
  - Create documented curriculum/ resources for these sections

### FUTURE PRACTICE
- **Advanced math opportunities for grades 7 and 8**
  - Advanced criteria-based math options reinstated for 6th grade
  - Explore means of utilizing advanced math options as services

### The Theodore Roosevelt High School

### Current practice
- Provides a multitude of curricular opportunities that meets the needs of unique learners' abilities and interests
- No services for students with superior cognitive ability
- Test students based on individual referrals
- No curricular changes, at this time, but explore how to utilize existing advanced coursework (like AP) for academic and/or SC services
- Individually test students based on referrals
- Plan PD for all staff; target potential service teachers
- Explore possibility of duty time for a GIS/ HQ to monitor student WEPs and to create other opportunities
- Individually test students based on referrals
- Plan PD for all staff; target potential service teachers
- Explore possibility of duty time for a GIS/ HQ to monitor student WEPs and to create other opportunities
- Enhance counseling services aimed at addressing the unique needs of students identified as having superior cognitive ability (SY 14-15)

### Key Published Resources:
- Legal/ Compliance information from Ohio Department of Education and Ohio Association for Gifted Children.

### What is going well... Integration of Services into academic schedule

### What we are working on...
- Developing true co-teaching environments
- Increasing understanding of nature and needs of gifted students – beyond academics
- Scheduling meaningful time for collaboration and with students
- Making time for HQPD and ongoing support
- Following through on plans with part-time coordination

### Additional Resources
More information at www.kentschools.net/gifted

Questions?

THANK YOU!

Gifted Advisory Committee Participants:
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Chip Hawks            Kathy Scott
Peggy Henry           Jen Soyars
Aaron Hido            Janice Swan
Anthony Horton        Jennifer Weitzel
Randy Kline           Dan Young