



**Nomination Packet  
for  
Whole-Grade, Subject Acceleration,  
or  
Early Entrance to Kindergarten**

**Updated 8/29/13**

## General Information about Acceleration

Thank you for requesting Acceleration Nomination Forms for your child. Please allow us to share some information regarding acceleration to help you determine if this may be an appropriate choice for your child.

The acceleration procedure for Bellbrook-Sugarcreek Schools is a research-based, data-driven process employing the use of the *Iowa Acceleration Scale, 3<sup>rd</sup> edition*, which is the acceleration instrument approved by the State of Ohio. This scale allows us to take a multi-factored approach to determine if a student is a good candidate for acceleration. It is important to note that this procedure may, in some cases, take more than a month to complete. Because we are considering altering a student's educational placement, we make every effort to ensure a student should be accelerated and that the placement will be successful. Acceleration nominations should be carefully considered before they are submitted.

Most good candidates for acceleration will display some of the following characteristics, as identified by the State of Ohio:

- Demonstrate above average general cognitive ability
- Academically achieves one or more grade levels above the norm for his/her age
- Express a desire for more challenging instruction
- Are socially mature enough to adapt to an environment serving older students
- Respond positively to the possibility of acceleration

Acceleration is not a good option for students with some of the following characteristics, as identified by the State of Ohio:

- Student has an older sibling in the grade level to which the student may be accelerated
- Student is sufficiently challenged by the curriculum at his/her current grade level
- Student would be significantly less emotionally mature than typical students at the grade level to which he/she may be accelerated
- Student responds negatively to the possibility of acceleration

If you have questions or concerns about the acceleration process or the nomination forms, please contact your building principal or Betsy Chadd, the Director of Curriculum & Gifted Services, at (937) 848-5001 x 16115.

## Office of Curriculum & Gifted Services

### Procedure for prospective Whole-Grade/Subject-Specific Acceleration or Early Entrance to Kindergarten

Ref: Bellbrook-Sugarcreek Schools' Board Policies 5112 & 5410

*\*Acceleration referrals are accepted throughout the year, but acceleration placements are made at the next appropriate transition, to be determined by the acceleration committee (end of the quarter, semester, etc.)*

1. Administrator, teacher, or parent may refer a student for acceleration.
2. The building principal provides the **Nomination Packet for Whole-Grade, Subject Acceleration or Early Entrance to Kindergarten** packet to the parent(s).
3. The person initiating the referral must complete:
  - a. **Characteristics Survey** *Parent/Teacher Inventory for Finding Potential ©1999 by Karen B. Rogers*
  - b. **Acceleration Referral Form** (CO-0480 5/09) is completed and returned to the building principal.
  - c. **Permission to Test Form** (CO-0670 9/09) -  
**No testing may begin without a signed "Permission to Test Form"**
4. When these forms are completed and returned to the building principal, and prior to any testing, an initial screening will be conducted by district/school personnel. Screening instruments may include:
  - a. The completed **Characteristics Survey(s)**
  - b. Previous standardized testing data
  - c. General observations
  - d. Fine/Gross motor skills checklists.
5. An initial, collaborative determination will be made, involving parents, in order to conclude whether or not the child is indeed a good candidate to proceed with assessments.
6. If an individual ability test has not been previously administered within the past 24 months, the building assigned School Psychologist or the Director of Curriculum & Gifted Services will administer an individual ability test.\*
7. When all necessary testing has been completed, data will be reviewed with the relevant district staff members of the **Acceleration Evaluation Committee**.
8. The Director of Curriculum & Gifted Services will convene a meeting of the **Acceleration Evaluation Committee** including parents. At this time, the **Iowa Acceleration Scale, 3<sup>rd</sup> edition** will be completed collaboratively, and a team recommendation will be determined. If acceleration or early entrance to Kindergarten is recommended by the team, a **Written Acceleration Plan** will be created at this time.

*\* Certain assessments must be administered by a licensed School Psychologist*

## **Information about the Parent/Teacher Inventory for Finding Potential**

©1999 by Karen B. Rogers

**PLEASE READ CAREFULLY BEFORE COMPLETING CHECKLIST(S)**

### **Instructions:**

The purpose of this **Characteristics Survey** is to assist in screening students who may be good candidates for acceleration. Your careful scoring of statements and specific examples are especially helpful to the Acceleration Evaluation Committee as they consider a variety of data in order to make an informed recommendation.

If you would like the committee to consider results of independent evaluations by qualified professionals (medical, etc.,) copies need to be attached to the **Acceleration Referral Form** you complete.

**PLEASE RETURN THE PROPER SIGNED FORMS  
TO YOUR CHILD'S BUILDING PRINCIPAL.**

# Characteristics Survey

Parent Inventory for Finding Potential © 1999 by Karen B. Rogers

Provide one copy to parents and one copy to the teacher(s) who knows the child well.

Please check how often you observe the following behaviors in your child. Circle the number that indicates your response. Please, ONLY ONE RESPONSE PER ITEM . Also, please make sure ALL items have responses.

Behavior or characteristic	Seldom or Never	Sometimes	Regularly	Almost Always
1. Reflective – when asked a complex question or given a new task, tends to take time to think before jumping in.	1	2	3	4
2. Connective- makes connections with what is already known or tries to apply new information to other contexts	1	2	3	4
3. Focused – stays attentive and alert when new or complex information is being given, long attention span	1	2	3	4
4. Retentive – remembers information in vast quantities easily	1	2	3	4
5. Enjoys School – loves attending school and even “plays” school at home	1	2	3	4
6. Enthusiastic – enters into most activities with eagerness	1	2	3	4
7. Sensitive to Problems – ready to question or change situations, see inconsistencies, suggest improvements	1	2	3	4
8. Abstract Thinker – makes generalizations and draws conclusions that summarize complex information easily	1	2	3	4
9. Persistent in Own Interests- tries to follow through on self-initiated work	1	2	3	4
10. Curious – pursues interests to satisfy own curiosity, wants to know why and how	1	2	3	4
11. Perceptive – is alert, observant beyond years	1	2	3	4
12. Aesthetically Responsive – responds to beauty in arts and nature	1	2	3	4
13. Independent Thinker – follows own ideas, rather than others’	1	2	3	4
14. Sensitive to Others – easily understands how others feel or think, easily hurt by others’ negative actions	1	2	3	4
15. Independence – uses own set of values to dictate behavior; concerned with free expression of own ideas	1	2	3	4
16. Sensitive to Ideas, Stories – upset with sad, negative, hurtful events related through some form of communication	1	2	3	4
17. Independent in Action – plans, organizes activities, evaluates results	1	2	3	4
18. Processing Speed – learns new information easily, recalls rote information rapidly	1	2	3	4
19. Verbal – learned to read considerably earlier than age mates, uses extensive vocabulary	1	2	3	4

<b>Behavior or characteristic</b>	<b>Seldom or Never</b>	<b>Sometimes</b>	<b>Regularly</b>	<b>Almost Always</b>
20. Fair – looks out for welfare of others, compassionate, concerned with justice and fairness	1	2	3	4
21. Sense of Humor – can laugh at self, enjoys lighter moments, sensitive to hidden meanings, puns	1	2	3	4
22. Self-accepting – understands, accepts own feelings, thoughts, and how best to learn; views self realistically	1	2	3	4
23. Intense – highly motivated and skilled in a specific subject area or domain	1	2	3	4
24. Self-Critical – mistrusts own ability, lower self-concept than age, hard on self in self-evaluation	1	2	3	4
25. Achievement Need – strong drive to be “the best”, be recognized as expert, master domain of knowledge or set of skills	1	2	3	4
26. Persistent in Assigned Tasks – concerned with completion and follow through	1	2	3	4
27. Elaborative – concerned with detail, complexity, involved with implications of situation	1	2	3	4
28. Dominant – asserts self with influence in group situations	1	2	3	4
29. Uneven – is not balanced in skill and ability; very good in some things but not everything	1	2	3	4
30. Flexible – approaches ideas from number of perspectives; is adaptable	1	2	3	4
31. Structure – shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests	1	2	3	4
32. Risk-taking – takes mental, emotional, and physical risks easily	1	2	3	4
33. Tolerant of Ambiguity – comfortable in “messy” contexts and with ill-structured tasks which seem impossible to solve	1	2	3	4
34. Confident – feels can produce at will; positive about own abilities	1	2	3	4
35. Inner Locus – attributes success and failure to own efforts and ability	1	2	3	4
36. Fluent – produces large number of ideas easily	1	2	3	4
37. Original – uses original methods, creates unusual, unique products	1	2	3	4
38. Imaginative – freely responds to ideas, producing mental images, fanciful insights	1	2	3	4
39. Physically expressive – enjoys physical activities as means for self-expression	1	2	3	4
40. Energy Level – has available pep and vigor for carrying on most activities	1	2	3	4
41. Task Analytic – breaks down tasks into sequential steps through backwards planning	1	2	3	4
42. Global Scanner – scans complex information quickly to pick out important items	1	2	3	4
43. Perceptual Perspective Taker – can orient self and figures in space easily	1	2	3	4

<b>Behavior or characteristic</b>	<b>Seldom or Never</b>	<b>Sometimes</b>	<b>Regularly</b>	<b>Almost Always</b>
44. Popular – others enjoy and want to be with this person	1	2	3	4
45. Accepting of Others – relates to others with genuine interest, concern; seeks out others, is warm	1	2	3	4
46. Physically Able – is coordinated, agile, participates well in organized games	1	2	3	4
47. Socially Mature – able to work with others, can give and take, sensitive to others’ wants	1	2	3	4
48. Happy – cheerful, has satisfied look on face most of the time	1	2	3	4
49. Emotionally controlled – expresses and displays emotions appropriately	1	2	3	4
50. Stable – can cope with normal frustrations of living; adjusts easily to change	1	2	3	4
51. Associative – finds similarities, differences between cognitive, verbal, and visual pairs easily	1	2	3	4

**Comments:**

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**Completed by:**

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**Relationship to student:**

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**Bellbrook-Sugarcreek Schools**  
**Office of Curriculum and Gifted Services**

**Acceleration (Whole-Grade or Subject-Specific) including Early Entrance to Kindergarten**

**Referral Form**

**Student's Name** \_\_\_\_\_

**Grade** \_\_\_\_\_

**School** \_\_\_\_\_

**Date** \_\_\_\_\_

**Type of Acceleration to be Considered:**

Subject or Subjects (specify):

\_\_\_\_\_

Whole Grade: from grade \_\_\_\_\_ to grade \_\_\_\_\_

Early Entrance to Kindergarten

Early Graduation

**Current Areas of Gifted Identification:**

Superior Cognitive Ability     Reading     Mathematics     Social Studies     Science

Creative Thinking Ability     Music     Dance     Drama/Theatre     Visual Arts

Student is not identified as gifted at this time     Do not know if student is identified as gifted

- Explain why you are referring this student for acceleration or early entrance to kindergarten. Include any evidence you may have to indicate that he/she will be successful in an accelerated placement:
  
  
  
  
  
  
  
  
  
  
- Explain how this student will benefit more from acceleration or early entrance to kindergarten than from the implementation of differentiation strategies and other educational options in the current placement:

\_\_\_\_\_  
Signature of Person Initiating Referral

\_\_\_\_\_  
Position or Relationship to Child

Return this completed form to the child's principal. If permission is granted to evaluate the child for acceleration, an acceleration committee will determine the most appropriate available learning environment for the referred student and will issue a written decision to the principal and to the student's parent or legal guardian within forty-five days of the referral.

FORM: CO-0480 (4/10)



**Bellbrook-Sugarcreek Schools**  
**Office of Curriculum and Gifted Services**

**Permission to Test Form**

**Student's Name** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Birthdate** \_\_\_\_\_ **Teacher** \_\_\_\_\_

**School** \_\_\_\_\_ **Date** \_\_\_\_\_

My child may be assessed by designated Bellbrook-Sugarcreek Schools' personnel using assessment instruments approved by the State of Ohio. Within thirty (30) days of completion of assessment, I will be informed of whether or not my child qualifies, according to the State of Ohio criteria for gifted identification.

- I give permission for assessment(s) to be conducted.
  
- I do not give permission for assessment(s) to be conducted.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Daytime telephone number

Please call \_\_\_\_\_ with any questions or concerns.

**Please return this form to the student's building principal.**