**High School GT Scheduling Guide**

Enrollment, Placement and Identification

* Students may attend/be enrolled in above grade level courses only after being formally accelerated through the process established by the state and managed by the Gifted & Talented office. There are a few exceptions to this:
  + Beginning in 2016-2017, students who are enrolled in middle school gifted math classes will have a math subject acceleration automatically finalized in 8th grade as a result of their placement and prior assessment. No additional referral and testing are required.
  + Students dually enrolled in 7th and 8th grade math in accordance with the guidelines and criteria established by the Curriculum Department will have a math subject acceleration automatically finalized in 7th grade as a result of their placement and prior assessment. No additional referral and testing are required.
  + Students who earn high school credits through the credit flexibility program as a means of accessing higher level courses early are not considered accelerated by the state and do not need to go through the acceleration process.
  + Students placed in higher level music, art, or foreign language classes based on a demonstration of proficiency or talent in accordance with procedures established by the Curriculum Department do not need to go through the acceleration process. (Example: students leaving a language immersion school need a language class beyond Spanish 1 or French 1; exceptional vocalist needing access to an ensemble typically reserved for upper classmen)

Scheduling

* Students in grades 9 and 10 who are gifted in superior cognitive ability, creative thinking, or an academic area should be clustered together within their core content classes.
  + The Gifted & Talented office will provide an initial list of these students/clusters in April and an updated list to reflect transfers and new enrollments the first week of August.
  + No special course number or coding is required
* Students identified as gifted in superior cognitive ability, creative thinking, or an academic area matching a particular Advanced Placement, Kenyon Academic Partnership, or International Baccalaureate course should be permitted to enroll in such a course if the student requests to do so. Teacher recommendations, behavior, GPA, or other factors may not exclude students from those courses if they are identified as gifted as described above.
* Advanced Placement courses should be yearlong. In the event they are scheduled for a semester in a block schedule format, they should be scheduled second semester.
* Collaborate with the middle schools in your feeder pattern to arrange scheduling of accelerated students who may need high school coursework.