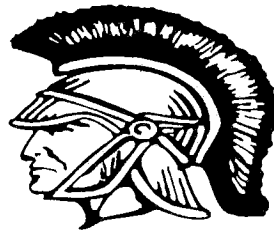


Arcanum-Butler School District



POLICY And PLAN FOR THE IDENTIFICATION AND SERVICE of CHILDREN WHO ARE GIFTED

John N. Stephens, Superintendent

Darke Co. ESC Gifted services

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Introduction

In keeping with our district mission to “provide learners with the best possible opportunities to learn and to grow intellectually and socially”, Arcanum- Butler School District is dedicated to providing educational opportunities that will enable students to learn and progress as their abilities permit.

Arcanum-Butler School District identifies gifted students in kindergarten through grade 12, according to criteria set by the State of Ohio, and as outlined below.

Definition

In the State of Ohio "Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.

District Identification Plan

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

Assessments

➤ Superior Cognitive Ability

Testing instruments that the district uses for superior cognitive identification:

Cognitive Abilities Test (CogAt), Form 7 VQN Composite	Identification = 127 (K-1); 128 (2-12) Screening = 126
Cognitive abilities Test (CogAt), form 7 QN composite (ELL students only, Gr. 3-12)	Identification = 128 (3-12) Screening = 126
Iowa, Complete Assessments, form E Complete Battery	Identification = 95 th . percentile (K-12) Screening = 94 th . percentile
Otis Lennon School Ability Test 8 th . Edition	Identification = 126 (K-12) Screening = 125
Weschler Intelligence Scale for Children, 5 th . edition (WISC-IV)	Identification = 127 Screening = 126
Woodcock-Johnson IV Tests of Cognitive Abilities (WJ-IV COG)	Identification = 127 Screening = 126

➔ **Specific Academic Ability**

Test instruments the district uses for specific academic identification in one or more of the areas of Mathematics, Science, Reading and/or Writing or a combination, and Social Studies.

Iowa Assessments, Form E Core Battery (Reading and Math) Grades K-8	Identification = 95 th . percentile (2-12) Screening = 94 th . percentile
Weschler Individual Achievement Test 3 rd . Edition (WIAT)	Identification = 95 th . percentile Screening = 94 th . percentile
Woodcock-Johnson IV, Tests of Achievement	Identification = 95 th . percentile Screening = 94 th . percentile

Assessment for Pre-Screening ONLY

Star Early Literacy Enterprise, (K-1)	Pre-Screening = Two annual scores of 97 th . Percentile or one score of 99 th . percentile
Star Math Enterprise, (1-12)	Pre-Screening = Two annual scores of 97 th . Percentile or one score of 99 th . percentile
Star Reading Enterprise, (1-12)	Pre-Screening = Two annual scores of 97 th . Percentile or one score of 99 th . percentile

➔ **Creative Thinking Ability**

Identification requires a qualifying score on both an Ability test and a Creative Thinking checklist.

Assessments the district administers that provide for creative thinking identification:

Ability Test Component:	
Cognitive abilities Test (CogAt), form 7 VQN Composite	Identification = 111 (K-1), 112 (2-12) Screening = 110 (K-1), 111(2-12)
Cognitive Abilities Test (CogAT), Form 7 QN Composite (ELL students only, 3-12)	Identification = 112 (3-12) Screening = 111(3-12)
Naglieri Nonverbal Ability Test, 2 nd . Edition (NNAT2), group administration	Identification = 109 Screening = 108
Weschler Intelligence Scale for Children, 4 th . edition (WISC-IV)	Identification = 112 Screening = 111
Woodcock-Johnson IV Tests of Cognitive Abilities (WJ-IV COG)	Identification = 112 Screening = 111
Creative Thinking Checklist Component:	
Gifted and Talented Evaluation Scales-Second Edition (GATES-2) Creative Thinking Section III, items 21-30	Identification = 83 and above Screening = 65-82
Scales for Rating the Behavior characteristics Of Superior Students (SRBCSS), Creativity	Identification = 51 and above Screening = 48-50

➔ **Visual and Performing Arts Ability**

Identification requires 3 components: nomination, a qualifying score on a GATES and a qualifying score on an evaluation rubric of the student’s performance or portfolio display of work.

Behavioral Checklist Component:	
Gifted and Talented Evaluation Scales Second Edition (GATES-2) section V, Items 41-50	Identification = 78 (all areas of VPA) Screening = 57-77 (all areas of VPA)
Performance Component: (display of work or performance, exhibited to a trained individual)	
Use appropriate Ohio Department of Education Rubric to rate	Dance Identification=26 /Screening =20-25 Drama Identification=20 /Screening =16-19 Music Identification=18 /Screening =14-17 Visual Arts Identification=21/Screening=16-20

➔ **Identification Process**

The district will provide at least two opportunities each year for assessment in case of children requesting assessment or recommended for assessment by teachers, parents or other children. The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
Whole-grade testing	Reading & Math Superior Cognitive Ability	K-8 2 and 5
Individually-administered tests	All subjects and Superior Cognitive Ability	K-12 & by referral
Audition, performance	Music, Dance, Drama	K-12 & by referral
Display of work	Visual Arts	K-12 & by referral
Checklists	Creativity and Arts	K-12 & by referral

➔ **Referrals**

A child may be referred for gifted screening in writing at any time by a parent/guardian, a teacher, the child (self-referral), a peer or others (e.g., psychologist, community members, principal, gifted coordinator, etc.) Referral forms are available from the district gifted services coordinator. Completed referral forms should be submitted to the gifted services coordinator. Upon receipt of a referral, the district will follow the process as outlined in this packet. Signed parent permission is required prior to any individually-administered assessments. Parents will be notified of the results of screening or assessment and identification within 30 days of the receipt of the results.

➡ **Screening**

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language. Student data from a variety of available sources are also used by school personnel to determine potential candidates to be referred for further evaluation.

➡ **Identification**

When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets cut-off scores specified in the Ohio Department of Education guidance, the identification decision is made and student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

➡ **Reassessment**

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, reassessment for possible identification occurs.

➡ **Out of District Scores**

The district accepts scores completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education and provided by other schools and/or trained personnel outside the school district.

➡ **Transfer Students**

Students who transfer to Arcanum-Butler School District and have been previously identified as gifted in another Ohio public school are recognized as gifted. Parents should inform the building principal upon registration and share pertinent records with the gifted services coordinator. Assessment records of all new students are reviewed for qualifying scores on state-approved assessments. At the request of a parent, a student transferring into the district will be assessed within 90 days of the transfer. Parents shall contact the building principal or the gifted services coordinator to refer the child.

➡ **Appeal Procedure**

An appeal by the parent is the reconsideration of the result of any part of the identification process which would include: screening procedure or assessment instrument (which results in identification), the scheduling of children for assessment, the placement of a student in any program, and the receipt of services.

Parents should first contact the district gifted services coordinator to resolve the issue. If the issue has not been resolved satisfactorily, parents should submit a letter to the superintendent outlining the nature of the concern. The superintendent will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

➤ **Withdrawal or Refusal**

If at any time a student wishes to withdraw from gifted services a written request is necessary. The request must be signed by the parent and addressed to the Principal and Gifted Services. Service will continue unless the Principle and Gifted services receive a parent's written signed notification.

DISTRICT SERVICE PLAN

Although Ohio law does not require districts to provide gifted education services, the Arcanum-Butler School District strives to provide a continuum of services and opportunities to enable students who are identified as gifted to develop their potential. All gifted services that are reported to parents and to the Ohio Department of Education are delivered in accordance with the *Operating Standards for Identifying and Serving Gifted Students*, (OAC Code 3301-51-15). The district ensures equal opportunity for all district students identified as gifted to receive services for which the student meets the criteria. Written criteria for determining eligibility for gifted services are updated annually and shall be provided upon request.

Gifted services offered by the District may change annually depending on available funding, personnel, Ohio Rules and Regulations and differing needs of our gifted students. Contact your child's principal or the district gifted services coordinator to verify currently available services.

Written Education Pan

Gifted services provided by the district are matched to the student's gifted identification and individual needs, and are guided by a Written Education Plan (WEP), in compliance with the *Operating Standards for Identifying and Serving Gifted Students*. Parents and all educators responsible for providing gifted services to the student shall receive a copy of the WEP, which is prepared in the fall of each year. Parent input in the development of WEP goals is welcomed.

Acceleration

Students who are significantly advanced in one or more subject areas may be referred for acceleration. Acceleration options include: early entrance to school, single-subject acceleration, whole-grade acceleration, and early graduation from high school. Referrals must be received at least 60 days prior to the beginning of the school year or semester. Please contact your child's principal or the district gifted services coordinator for more information.

List of district gifted education services offered to students identified as gifted

Areas of Identification	Grade Level	Service setting	Additional Information
Superior Cognitive Ability And Specific Academic Ability in Reading	4 & 5	Self-contained class with a gifted intervention specialist.	Students identified in 2 nd . grade or later gifted in the area of creative thinking will receive gifted services through cluster grouping .
Superior Cognitive Ability And Specific Academic Ability in Reading	K-2 6-7	Cluster group in general education classroom	Students identified with superior cognitive ability or specific academic ability in reading with qualifying scores.
Superior Cognitive Ability And Specific Academic Ability in Math	K- 7	Cluster group in general education classroom	Students identified with superior cognitive ability or specific academic ability in math with qualifying scores.
Specific Academic Ability in Math	8	Acceleration / Algebra Cluster group in general education classroom	Students with specific academic ability in math with qualifying scores.
Specific Academic Ability in Social Studies	4	Self-contained class with a gifted intervention specialist.	Students identified In specific academic ability in social studies with qualifying scores.
Specific Academic Ability in Social Studies	K- 3 5- 8	Cluster group in general education classroom	Students identified In specific academic ability in Social Studies with qualifying scores.
Specific Academic Ability in Science	K-8	Cluster group in general education classroom	Students identified In specific academic ability in science with qualifying scores
Superior Cognitive Ability	9-12	College Credit Plus courses	Services are available for students identified with superior cognitive ability through participation in CCP courses in the student's academic areas of strength and/or interest

Reading, Math, Science, or Social Studies	9-12	College Credit Plus courses	Services are available for students identified in Reading, Math, Science, Social Studies through participation in CCP courses in the student's academic areas of strength and/or interest
Visual Art	K-12	General Visual arts classroom with Art Teacher	Students identified in Visual Arts will receive gifted services through participation in their area of art strength and/or interest.
Dance	K-12	Not Applicable	No gifted education services available
Drama	K-12	Not Applicable	No gifted education services available
Music	K-12	Not Applicable	No gifted education services available