

WRITTEN EDUCATION PLANS

Gifted students who are being served in regular elementary Cluster Classrooms, GALES, Honors, Advanced Placement (AP) or College Credit Plus (CCP) classes will have Written Education Plans (WEPs). The WEPs will indicate specifically what instructional settings are appropriate for the students, what content modifications need to be made, what instructional strategies will be employed, as well as what social-emotional strategies will be utilized. The WEPs are created during the first semester and progress reports are completed before the end of the year by the teachers and gifted intervention specialists (GIS) who provide the services to the students in collaboration with the gifted coordinator. The WEPs and progress reports are sent to the parents through mail or school. To ensure that our goals and evaluations are appropriate for the services that are offered, the WEPs are reviewed every year.

The goals of our services, in addition to focusing on the course/grade content standards, are to focus on critical thinking, problem-solving, and extension of the academic content standards. The students' progress toward these goals, are evaluated through oral and written work, discussion, demonstration, assessments, and application of the upper levels of Bloom's Taxonomy.

Withdrawal Process

To withdraw from GALES, the parent must contact the Gifted Services Coordinator who will organize a meeting, as necessary, to discuss the reasons for withdrawal. The meeting will include; the parents, the GALES teachers, the student, the principal and the Gifted Services Coordinator. The withdrawal form must be signed by the parents and gifted coordinator. The WEP will indicate the student's withdrawal from the program.

To withdraw from or opt-out of services in cluster classrooms, honors or AP classes, the parent must contact the school counselor who, in turn, will contact the gifted coordinator. The student's WEP will indicate withdrawal from the class.

Appeal Process

An appeal by the parent is the reconsideration of the results of any part of the identification process, which would include: screening procedure or assessment instrument, scheduling of children for assessment, placement of a student in a program, and receipt of services. Parents should submit a letter to the Coordinator of Gifted Services outlining the nature of the concern. The gifted coordinator will review the data leading to the decision. Additional testing will take place if warranted. If parents wish to appeal the second decision, they must send a written appeal to the Superintendent of Lancaster City Schools. The Superintendent's decision is final.

<p style="text-align: center;">District Contact Information Gifted Services Office 740-681-7676</p>
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***DISTRICT POLICY
FOR
THE IDENTIFICATION OF
AND
SERVICES FOR
STUDENTS WHO ARE GIFTED***

**Information
for
Parents**



For Gifted Students

Approved September 2023

IDENTIFICATION

The District uses a three-stage approach to screen and identify 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, and Visual and/or Performing Arts.

The first part is the pre-assessment which involves gathering student data from a variety of sources including teacher and parent nominations, review of student records, and observations. This pre-assessment ensures equal access to screening and further assessment by 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.

The second stage is screening. During this stage, data is examined and a determination is made concerning additional assessment. District-determined cut-off scores, used to move students from the screening stage to the assessment stage, are lower than the scores necessary for identification.

The third stage is identification. This often requires additional assessment, which includes individual and group testing. The tests, to be used, are chosen based upon the students' individual needs or requirements. These may include children who are; culturally or linguistically diverse, children from low socio-economic backgrounds, children with disabilities, and children for whom English is a second language. All assessments are conducted by professionally trained educators and/or psychologists. The District shall provide at least two opportunities a year for assessment, when a child has been referred by a parent or teacher.

Parents shall receive written notification of their child's assessment results within thirty days of testing.

Whole grade screening is administered in grades 2 and 5. In addition, parents may refer their child for screening at any time by contacting the gifted coordinator, or communicating their referral through their teacher, principal, or district staff member.

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal or the Gifted Services Coordinator.

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district.

SERVICES

GALES

Gifted students in grades 3, 4, and 5 may be invited to attend the GALES, self-contained gifted classrooms meeting all day, every day, at Medill Elementary School. The approved curriculum will focus on the grade level content standards and, in addition to the regular grade textbooks, students will also use materials designed specifically for gifted students. The classes will be taught by Gifted Intervention Specialists.

To automatically qualify for GALES service, a student must earn, at least, a 95th national percentile or higher in reading and math on a state-approved, nationally standardized test. Students identified as Superior Cognitive gifted, earn a gifted identification in reading or math and earn a 90-94 national percentile in the other area will be considered for GALES service as the class size permits.

Superior Cognitive gifted identification is based on one of the following:

Two standard deviations above the mean minus the standard error of measure on a state-approved, nationally standardized individual or group ability test or a 95 national percentile or higher on the composite score of a state-approved nationally standardized achievement test.

Regular Education Classroom with Cluster Grouping

Students in grades 3, 4 and 5 who have gifted identification in the area(s) of superior cognitive ability, creative thinking, reading or math will be grouped into mixed ability classrooms with a teacher who receives ongoing professional development specific to gifted students and collaborates on Written Education Plans.

Honors and Advanced Placement Classes Grades 6 – 12

Students in grades 6-12 who have gifted identification in superior cognitive ability, creative thinking ability, reading, math, science or social studies will be served through honors and AP courses with a teacher who receives ongoing professional development specific to gifted students and collaborates on Written Education Plans.

Gifted service opportunities are available in language arts, math, science and social studies in grades 6-12. To automatically qualify and receive services, a student must earn, at least, a 95th national percentile or higher on a state-approved nationally standardized achievement test in the approved specific academic area.

Equal Access to Gifted Classes

All identified gifted students who meet the criteria for gifted classes are ensured equal access to these classes through automatic placement. For equal access to GALES, busing will be provided by the district to the school where the GALES class is held.
