

**GALLIA COUNTY LOCAL SCHOOL DISTRICT POLICY & PLAN FOR  
THE IDENTIFICATION and SERVICE OF CHILDREN WHO ARE GIFTED**

**Board Adopted & Updated July 2023**

**DEFINITION** -"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.

**SCREENING AND IDENTIFYING ASSESSMENT INSTRUMENTS** – 3324.02

(A) The department of education shall construct lists of existing assessment instruments it approves for use by school districts, and may include on the lists and make available to school districts additional assessment instruments developed by the department. Wherever possible, the department shall approve assessment instruments that utilize nationally recognized standards for scoring or are nationally normed. The lists of instruments shall include:

- (1) Initial screening instruments for use in selecting potentially gifted students for further assessment;
- (2) Instruments for identifying gifted students under section 3324.03 of the Revised Code.

(B) The department, under Chapter 119 of the Revised Code, shall also adopt rules for the administration of any tests or assessment instruments it approves on the list required by division (A) of this section and for establishing the scores or performance levels required under section 3324.03 of the Revised Code.

(C) The department shall ensure that the approved list of assessment instruments under this section includes instruments that allow for appropriate screening and identification of gifted minority and disadvantaged students, children with disabilities, and students for whom English is a second language.

(D) Districts shall select screening and identification instruments from the approved lists for inclusion in their district policies.

(E) The department shall make initial lists of approved assessment instruments and the rules for the administration of the instruments available by July 2023, 2023

**ANNUAL WHOLE GRADE SCREENING AND ASSESSMENTS**

District conducts whole grade screening and assessment of children by using the following:

- STAR Early Literacy Assessment/STAR Reading (Kindergarten-2<sup>nd</sup>) & STAR Math – pre-screener ONLY
- STAR Reading Grade 2-12 (identify at 95<sup>th</sup> national percentile or higher)
- IOWA Achievement Test & CogAt-Measure of Cognitive Ability in grades 2 and 4
  - English Language Arts (Reading/Writing Combination)
  - Math
  - Science
  - Social Studies
  - IQ assessment
- Naglieri Non-verbal Test of Ability once during grade band K-2

**IDENTIFICATION CRITERIA ELIGIBILITY CRITERIA**- Ohio Revised Code Section 3324.03.

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 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.

- After any initial gifted identification made in conformance with this rule, a student shall remain identified regardless of subsequent testing or classroom performance. OAC 3301-51-15 (C) (1) (e)

The Board of Education of each school district shall identify gifted students in grades kindergarten through 12 as follows:

(A) student shall be identified as exhibiting "superior cognitive ability" if the student did either of the following within the preceding 24 months: \* Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual or group standardized intelligence test. OAC 3301-51-15 (C) (1) (a)

**Assessment:**

- *Cognitive Abilities Test (CogAT), Form 7*: grades K, 3, 7-12 (Screen 123, ID 127); grade 1, 2, 4-6 (Screen 124, ID 128)
- *Iowa Assessment, Form E, Complete Battery*: grades K-12 (Screen 93%, ID 95%)
- *Naglieri Nonverbal Ability Test, 3<sup>rd</sup> Edition, Level D*: grades K-4 (Screen 123, ID 126); *Level E/F (Grades 5-7 ID 125)* : *Level F-G (Grade 8-10 , ID 126); Level G (Grades 11-12; ID 127).*

**Re-Assessment:**

- *Wechsler Intelligence Scale for Children (WISC-V), 5th. Ed*: Ages K-12, (Screen 123; ID 127)
- *Woodcock-Johnson IV (WJ IV) Test of Cognitive Abilities-* grades Pre-K – 12, (Screen 123; ID 127)

(B) A student shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if within the preceding 24 months, the student performs at or above the 95<sup>th</sup> percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field. OAC 3301-51-15 (C) (3) (b) (ii) (a)-(b)

**Assessment:**

- *ACT Assessment Program*: grades 11-12, Reading, Math and Science ONLY (Screen 93%; ID 95%)
- *Iowa Assessment, Form E, Complete Battery*: grades K-12 (Screen 93%, ID 95%)
- *STAR Reading Grades 3-12* (Screen 93+%; ID 95%)
- *STAR Early Literacy/STAR Reading Grades 1-2* (Screen ONLY 93+%)

**Re-Assessment:**

- *Stanford Achievement Test, 10<sup>th</sup> Edition (SAT10), Form D, Complete Battery*: grades K-12 (Screen 93%, ID 95%)
- *Woodcock-Johnson IV Test of Achievement*: Ages: 2-90; Grades PreK-12, (Screen 93%; ID 95%)

(C) A student shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous 24 months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

1. Attained a sufficient score, as established by the Ohio Department of Education, on an approved individual or group test of creative ability; or
2. Exhibited sufficient performance, as established by the Ohio Department of Education, on an approved checklist of creative behaviors. OAC 3301-51-15 (C) (3) (b) (ii) (a)-(b)

**Assessment:**

- *Gifted Rating Scales(GRS)*: grades K-8 Creativity Scales (Screen T score 60-65; ID T Score 66)
- *Scales for Identifying Gifted Students (SIGS-2)*; Scale 6: Creativity: grades 2 -12 (Screen 110; ID 120)

**PLUS, student must have an ID score from Cognitive Abilities:**

- *Cognitive Abilities Test (CogAT)*, Form7: grades K-1 (Screen 109, ID 111); grades 2-12 (Screen 110, ID 112)
- *Naglieri Nonverbal Ability Test, 3<sup>rd</sup> Edition*, Level D: grades K-4 (Screen 123, ID 126); Level E/F (Grades 5-7 ID 125) : Level F-G (Grade 8-10 , ID 126); Level G (Grades 11-12; ID 127).

**Reassessment:**

- *Scales for Rating the Behavior Characteristics of Superior Students*: Part II-Creativity: grades K-12, (Screen 48-50; ID 51+)
- *Wechsler Intelligence Scale for Children*, 5th. Ed: Ages: K-12, (Screen 110; ID 112)
- *Woodcock-Johnson IV (WJ IV) Test of Cognitive Abilities*- grades Pre-K – 12, (Screen 123; ID 127)

(D) A student shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the student has done both of the following: OAC 3301-51-15 (C) (3) (1) (d) (i)-(ii)

1. Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and,
2. Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.

**Assessment:**

- *Scales for Rating the Behavior Characteristics of Superior Students*: grades K-12, (Art Part V: Screen 59-60, ID 61+; Music Part VI: Screen 37-38; ID 39+; Drama Part VII: Screen 54-56; ID 57+)
- *Gifted and Talented Evaluation Scales (GATES)*: grades 9-12, (DANCE ONLY ; -Age 14-18 (Screen 90-110; ID 111)
- *Gifted Rating Scales(GRS)*: grades K-8 – Artistic Talent (Screen T score 60-65; ID T Score 66)

**Re-Assessment:**

- *Scales for Rating the Behavior Characteristics of Superior Students*: grades K-12, (Art Part V: Screen 59-60, ID 61+; Music Part VI: Screen 37-38; ID 39+; Drama Part VII: Screen 54-56; ID 57+)
- *Gifted and Talented Evaluation Scales (GATES)*: grades 9-12 DANCE ONLY ; -Age 14-18 (Screen 90-110; ID 111)
- *Gifted Rating Scales(GRS)*: grades K-8 – Artistic Talent (Screen T score 60-65; ID T Score 66)

**PLUS, student must have an ID score from Audition, Performance, or Display of Work by using:**

- *Ohio Department of Education Rubrics for Scoring Audition/ Performance*: grades K-12, (DANCE: Screen 20-25; ID 26-30; DRAMA: Screen 16-19; ID 20-24; ART: Screen 16-20; ID 21-24; MUSIC: Screen 14-17; ID 18-21)

**REFERRAL** - The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment twice a year. A Referral for testing for gifted identification and/or nomination referral for service may be made by a teacher, parent/guardian, and \* other (e.g., psychologist, community members, principal, gifted coordinator, peer, etc.) Referral Forms may be obtained in the school office, board office, and district website. Upon receipt of referral, the district's screening process is followed as outlined above. A notification of results of screening or assessment and identification is made within 30 days of the district's receipt of a student's results on any screening or assessment instrument. Students will be tested using one or more of these types of assessments based on area specified: \*Whole-grade Group tests; \* Individually-administered tests; \* Audition, Performance; \* Display of work; \* Exhibition; and/or \* Checklists.

**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, re-assessment for possible identification occurs. Strategies for additional assessment include the individual and group testing.

**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, provided by other schools and/or trained personnel outside the school district.

## **TRANSFER**

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.

## **APPEAL PROCEDURE** OAC 3301-51-15 (C) (4) (a) (vii)

An appeal by the parent is the reconsideration of the results of any part of the identification process or placement decisions, 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
- Receipt of services.

Parents should submit a letter to the superintendent or designee outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision with 30 days of the appeal. This written notice should include the reason for the decision(s).

## **DENIAL of SERVICE/WITHDRAWAL** OAC 3301-51-15 (C) (4) (a) (v)

A parent/guardian may deny services upon receipt of gifted service parent permission letter, by selecting deny services, sign and return form to gifted coordinator. If at any time, a student wishes to withdraw from gifted programs or services, the request form can be obtained from the gifted coordinator or school office. Written withdrawal forms from the parent or child need to be sent back to coordinator. If children request to withdraw, parents will be notified. A copy of the form will be sent to building administrator. If child wishes to return to services, parents must complete a written request and referral form and send it to gifted coordinator by May to be considered for the following year.

## **SERVICES** OAC 3301-51-15 (7) (b)

Written criteria provided by the district shall include an explanation of the methods used to ensure equal access to each gifted service for all eligible district students, including minority or disadvantaged students, students with disabilities and English learners. This written criterion shall not unduly restrict access to services.

## **INSTRUCTION of GIFTED STUDENTS** OAC 3301-51-15 (D) (1-9)

Instruction for gifted students must be differentiated by depth, breadth and/or pace. It is also critical that teachers of the gifted have the training and curriculum support necessary to provide quality instruction for these students. Effective teachers of gifted students understand the unique characteristics of gifted students and are prepared to plan, develop and deliver instruction appropriate for their learning needs. Services for students shall be consistent with their area(s) of identification and shall be differentiated to meet their needs.

### **Gallia County Local School's Gifted Instruction and Services Settings**

#### **PRIMARY GRADES K-5**

<b>Name of Program</b>	<b>Areas of Identification</b>	<b>Grade Level</b>	<b>Service Setting</b>	<b>Criteria for Placement</b>	<b>Additional Information</b>
<b>CHAMPS- Children of High Ability Model Program &amp; Service</b>	Superior Cognitive, Specific Academic: Reading/Writing, Creative Thinking	3-5	Resource Room	Gifted Identification in Reading/Writing and/or IQ, CT Identified for Service	*Writing/Reading Fiction Genre study *Reading/Writing Activities in non-fiction area of Science/Social Studies *Project-based Learning *Placement Reviewed annually
<b>Early Entrance</b>	Superior Cognitive, Reading, Math	K	Early Entrance	Iowa Acceleration Scale, plus	Team Decision based on rating on IOWA Acceleration Scale & Scores

				meets IQ and Achievement Scores	
<b>Acceleration (single subject or Whole Grade)</b>	Reading/Writing, Math, Science, Social Studies	K-5	Subject or Whole Grade Acceleration	Iowa Acceleration Scale	Team Decision based on rating on IOWA Acceleration Scale & Scores
<b>Visual &amp; Performing Arts</b>	Art, Music, Dance, Drama	K-5	Services by trained arts instructor 205095	Gifted in one or more of VP Arts	Curriculum is accelerated above which regular students receive

### INTERMEDIATE GRADES 6-8

<b>Name of Program</b>	<b>Areas of Identification</b>	<b>Grade Level</b>	<b>Service Setting</b>	<b>Criteria for Placement</b>	<b>Additional Information</b>
<b>TAG-Talented &amp; Gifted</b>	Superior Cognitive, Specific Academic: Reading/Writing, Creative Thinking	6-8	Resource Room	Gifted Identification in Reading/Writing and/or IQ, CT Identified for Service	*Writing/Reading Fiction Genre study *Reading/Writing Activities in non-fiction area of Social Studies *Project-based Learning *Placement secure all 3 years
<b>Acceleration (single subject or Whole Grade)</b>	Reading/Writing, Math, Science, Social Studies	6-8	Subject or Whole Grade Acceleration	Iowa Acceleration Scale	Team Decision based on rating on IOWA Acceleration Scale & Scores
<b>Visual &amp; Performing Arts</b>	Art, Music, Dance, Drama	6-8	Services by trained arts instructor 205095	Gifted in one or more of VP Arts	Curriculum is accelerated above which regular students receive
<b>Advanced Placement, Honors Courses, Educational Options, College Credit Plus</b>	Superior Cognitive, Specific Academic: Reading/Writing, Math, Social Studies, Science, Creative Thinking	7-8	AP 205065 HC 205075 EO 205080 CCP 205070	Gifted Identification in Reading/Writing Math, Science, and/or Social Studies, IQ, CT Identified for Service	Gifted service provided by Regular Education Teacher who has 15+ hours of PD in Gifted, except CCP+ professors

### HIGH SCHOOL GRADES 9-12

<b>Name of Program</b>	<b>Areas of Identification</b>	<b>Grade Level</b>	<b>Service Setting</b>	<b>Criteria as Gifted Service</b>	<b>Additional Information</b>
<b>Advanced Placement, Honors Courses, Educational Options/College Credit Plus</b>	Superior Cognitive, Specific Academic: Reading/Writing, Math, Social Studies, Science, Creative Thinking	9-12	AP 205065 HC 205075 EO 205080 CCP 205070	Gifted Identification in related course area of Reading/Writing, Math, Science, and/or Social Studies, IQ, CT	Gifted service provided by Regular Education Teacher who has 15+ hours of PD in Gifted, except CCP+ professors

<b>Acceleration (Single Subject or Whole Grade)</b>	Reading/Writing, Math, Science, Social Studies	9-12	Subject or Whole Grade Acceleration	Iowa Acceleration Scale	Team Decision based on rating on IOWA Acceleration Scale & Scores
<b>Early Graduation</b>	Reading/Writing, Math, Science, Social Studies	9-12	Acceleration	Transcript Review; Graduation points earned, good candidate for acceleration	Team Decision based on criteria & good rating on IOWA Acceleration Scale & Scores
<b>Independent Study- Credit Flex Options</b>	Reading/Writing, Math, Science, Social Studies	9-12	Educational Options 205080	Submission and approval of CF plan and gifted in area of study	
<b>Visual &amp; Performing Arts</b>	Art, Music, Dance, Drama	9-12	Services by trained arts instructor 205095	Gifted in one or more of VP Arts	Curriculum is accelerated above which regular students receive

**WRITTEN EDUCATION PLANS (WEP):** OAC 3301-51-15 (E) (1-2)

Gifted services shall be guided by a WEP. The district shall provide parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

Services shall be based on the student' area(s) of identification and individual needs and guided by a WEP. The WEP is effective for one school year and reviewed annually.

WEP shall contain:

- Goals for the student
- Methods of evaluating progress
- Progress will be reported to parents periodically
- Specify staff members responsible for specific services delivered
- Specify policies regarding waiver of assignments and the scheduling of test missed while participating in any services outside classroom
  - states "Gifted Students are out of class one day per week while serviced in their gifted resource room. Gifted students are not responsible to complete all the daily classroom work, daily assignments, and homework on the day the student is receiving gifted service. Gifted students are responsible for tests that MUST be given on the excused day but will be given the same review, instruction, testing time, and testing situation as the regular classroom students received. Students will take this test(s) and submit any previous homework/assignments/projects on the next day. Gifted students should not miss gifted services for classroom or district-wide testing, only state testing."
- Parents and staff members responsible for service will all receive a copy of the WEP
- For each student identified as gifted who is not provided gifted services per this rule, districts shall develop and disseminate to parents or guardians a no services letter which clearly communicates that the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the district.

**District Policy** OAC 3301-51-15 (C) (4) (a-b)

The board of education of each district shall adopt a statement of its policy for the screening and identification of students who are gifted and shall distribute the policy statement to parents.

(b) A copy of the district's policy adopted under this section shall accompany the district's plan submitted to the department of education under section 3324.04 of the Revised Code.

**Board Policies and Procedure:**

These can be found in the Board Policy manual on the website and located in each building.

Located under: IGBB, *Programs for Gifted and Talented Students*.

If you have questions, please contact us:

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