



Morgan Local School District

District Policy for the Identification of and
Services for Students who are Gifted

DEFINITION

Gifted students are those 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 Ohio Revised Code.

MORGAN LOCAL SCHOOL DISTRICT BOARD POLICY

The Board of Education believes that all children are entitled to education commensurate with their particular needs. Children who are gifted in the District must be provided opportunities to progress as their abilities permit. The Board also believes that these children require differentiated services in order to realize their potential contribution to themselves and society.

The Board encourages efforts to provide services for children who are gifted as an integral part of the total kindergarten through grade 12 program. The Board ensures that there will be equal opportunity for all children identified to receive any and all appropriate services offered by the District.

OHIO LAW REGARDING GIFTED

Ohio law mandates that school districts provide opportunities to assess children for gifted identification. Using state approved assessments; districts are required to provide testing opportunities to determine possible identification in the following areas:

SUPERIOR COGNITIVE ABILITY	SPECIFIC ACADEMIC ABILITY	CREATIVE THINKING ABILITY	VISUAL OR PERFORMING ARTS ABILITY
(1) Score two standard deviations above the mean minus the standard of error measurement on an intelligence test, or (2) Perform at or above the 95 th percentile on a basic or composite battery of a nationally normed achievement test, or (3) Attain an approved composite score on an above-grade level standardized, nationally-normed test.	Perform at or above the 95 th percentile at the national level on a standardized achievement test of specific academic ability in that field. <i>A child may be identified in more than one specific academic ability area.</i>	Score one standard deviation above the mean minus the standard error of measurement on an intelligence test and attain a sufficient score, as established by the department, on a test of creative ability or a checklist of creative behavior.	Demonstrate to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and sufficient performance score, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area (drawing, painting, sculpting, music, dance and/or drama)

Morgan Local School District uses only those instruments approved by the Ohio Department of Education for screening, assessment, and identification of children who are gifted. The district ensures that selection of instruments will allow for the appropriate identification of minority and economically disadvantaged students, students from culturally diverse backgrounds, homeless students, students with disabilities, and students for whom English is a second language.

IDENTIFICATION PLAN

Ohio law mandates that school districts develop a plan to identify students who meet the state requirements for gifted education in grades K-12. Once identified as gifted, the student is included in the district report to the state of Ohio, and the family is notified of the gifted identification. The determination of identification is separate from the determination to service. The determination to provide services will be a team decision that consults numerous sources of data over a span of time.

The District ensures that there are ample and appropriate scheduling procedures for assessment and retesting using:

- Group ability/achievement tests
- Individual ability/achievement tests
- Audition/performance
- Display of work
- Checklists

Whole grade screening assessments of specific academic ability in the areas of reading and math; superior cognitive and creative thinking ability are administered in grades two and five.

REFERRALS

Students may be referred on an ongoing basis; based of the following:

- Self-referral
- Teacher recommendation
- Parent/Guardian request
- Referral by peer
- Other (school psychologist, guidance counselor, principal/administrator, gifted coordinator, community member)

Upon receipt of a referral, the District will:

- Secure permission from the parent/guardian for testing
- Schedule the student for testing during the following two opportunities:
 - Referrals received by September 30, will be assessed during first semester
 - Referrals received by February 28, will be assessed during second semester

After assessment for screening/identification:

- Parent/guardian will be notified in writing of results within 30 days
- Appropriate District personnel are notified of identification

Referral forms are located on the district web site.

APPEALS

A parent/guardian may request further consideration of the identification process based on the following:

- Screening procedure or assessment instrument
- Scheduling of students for assessment
- Placement of a student in a service/program
- Receipt of services

ASSESSMENT INSTRUMENTS

Superior Cognitive/ Creative Thinking Ability

INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA	PROTOCOL
Wechsler Intelligence Scale for Children (WISC-V)	123	127	Referral and/or Early Entrance
Wechsler Preschool and Primary Scale of Intelligence, 4 th Edition (WPPSI-IV)	123	127	Referral and/or Early Entrance
Woodcock-Johnson IV Tests of Cognitive Ability	---	127	Referral
Cognitive Abilities Test (CogAT) Form 7 VQN	111 Creative Thinking 127 Superior Cognitive	112 Creative Thinking 128 Superior Cognitive	Whole Group Grades: 2 & 5
Naglieri Nonverbal Abilities Test (NNAT-3)	—	K-4 126(SC) 110 (CT) 5-7 125 (SC) 109 (CT)	Reassessment of Cognitive ability

Specific Academic Ability

INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA	PROTOCOL
Woodcock-Johnson IV – Tests of Achievement (WJIV)	---	95 NPR	Referral
i-Ready Diagnostic (Reading and Math)	---	95 NPR	Whole Group Grades 2 - 8 by Referral Grades K-1
The ACT	---	95 NPR	Grade 11

Creative Thinking Ability

INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA	PROTOCOL
Scales for Rating the Behavioral Characteristics of Superior Students (3 rd Ed.)	48-50	51	Referral & Reassessment <i>Note: The behavior checklist should be completed by someone who is well acquainted with the student being evaluated.</i>
Naglieri Nonverbal Abilities Test (NNAT-3)	—	K-4 110 5-7 109	Reassessment of Cognitive ability

Visual or Performing Arts Ability

INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA	PROTOCOL
Gifted and Talented Evaluation Scales 2 (GATES 2)	Dance = 90-110 (Items 41-50)	Dance = 111+ (Items 41-50)	Referral
Scales for Rating the Behavioral Characteristics of Superior Students (3 rd Ed.)	Visual Arts = 59-60 Drama = 54-56 Music = 37-38	Visual Arts = 61 Drama = 57 Music = 39	Referral
Gifted Rating Scale (GRS)	Artistic Scales Music, Visual Arts, Drama, Dance 60-65	Music, Visual Arts, Drama, Dance 66	Referral

SERVICE PLAN

Morgan Local School District ensures equal opportunity for all district students identified as gifted to receive services offered by the district. Districts are required to identify gifted students, but are not required to provide gifted education services. The Morgan Local School District strives to offer a continuum of services to serve the diverse needs of gifted students within available resources.

Service	Setting	Grade Level	Criteria	Provider
Gifted Intervention Specialist Groups (Math & Reading)	Pull-out groups	2-6	Superior Cognitive, Reading, Math	GIS
Cluster Grouping	Regular Classroom	7-8	Superior Cognitive, Reading, Math	General Education Teachers
Acceleration	Regular Classroom	Varies	Iowa Acceleration Scale; District Tests	General Education Teachers
Honors Classes	AP Courses	High School	Referral	Honors Teachers
CCP	CCP Courses	High School	Superior Cognitive, Specific Academic, Referral	Credentialed Teachers

ACCELERATION

Sometimes a student may need more than what is currently offered in the classroom. Acceleration is placement in an advanced level class or grade without taking all consecutive courses or skipping a grade. The district accelerates students when appropriate after careful evaluation of the student's level of performance and readiness. The *Iowa Acceleration Scale (3rd Ed.)* is used as a tool to guide acceleration teams on appropriate placement.

There are four forms of acceleration: Early Entrance to Kindergarten, Whole Grade Acceleration, Single-Subject Acceleration, and Early High School Graduation. Parents considering acceleration should contact the building principal and submit an Acceleration Referral form found on the district web site.

EARLY ENTRANCE

Parents who see evidence that their student is advanced in ability and achievement but has not yet reached the typical age at which students are admitted may consider Early Entrance to Kindergarten or First Grade. A parent may request Early Entrance if the student turns five years of age after the district's Kindergarten entrance date of August 1st. Requests for Early Entrance must be received by April 30th in conjunction with spring Kindergarten registration. Notification of acceptance shall be no later than August 15th.

TRANSFER STUDENTS

The district ensures that any student 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.

Once a student has been identified in Ohio, there is no need to reassess a student. Parents/guardians are encouraged to provide copies of test records, Written Education Plans, and other pertinent records to the district. The Morgan Local School District accepts outside testing that conforms with Ohio Revised Code 3324.01-07.

WRITTEN EDUCATION PLANS

In order to report a student as served to the Ohio Department of Education, a student must have a Written Education Plan (WEP). This plan outlines services for identified students, the staff member responsible, and goals to be met. Evaluation of progress in on-going and a variety of tools are used to document student performance. Student WEPs will be written as a collaboration between the student's teacher and/or the Gifted Intervention Specialist as well as the district's Gifted Coordinator.

If you have questions, please contact your building principal or

Ohio Valley ESC Gifted Coordinator

Kalee Gates

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