



Office of Gifted Services

District Plan and Parent Guide for the Identification and Service for Children Who are Gifted

Board Approved: August 2015



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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.

STOW-MUNROE FALLS CITY SCHOOL DISTRICT BOARD POLICY

The Board of Education shall ensure that procedures are established to identify all gifted students. The District follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the *Operating Standards for Identifying and Serving Gifted Students* as specified in the District Plan.

The Superintendent shall identify children in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

- A. Superior Cognitive Ability
- B. Specific Academic Ability in one or more of the following content areas:
 - 1. Mathematics
 - 2. Science
 - 3. Reading, writing, or a combination of these skills
 - 4. Social studies
- C. Creative Thinking Ability
- D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama.

Note: please refer to Ohio Revised Code 3324.03 for specific requirements for each area (copy included with this plan).

The Board of Education shall adopt and the Superintendent shall submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the District plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

- A. the criteria and methods used to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas

- B. the sources of assessment data used to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted
- C. an explanation for parents of the methods used to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language
- D. the process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted
- E. provision of an opportunity for parents to appeal any decision about the results of any screening procedure for assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services
- F. procedures for the assessment of children who transfer into the District
- G. at least two (2) opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children

Placement procedures for District services shall be in conformance with the District's written criteria for determining eligibility for placement in those services.

- A. Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, District educator, or the Ohio Department of Education upon request.
- 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 students for whom English is a second language.
- C. Services which students receive shall be consistent with their area(s) of identification and shall be differentiated to meet their needs.
- D. Subjective criteria such as teacher recommendations shall not be used to exclude a student from service in the superior cognitive and specific academic areas who would otherwise be eligible.
- E. All District students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

The District shall report to parents and the Ohio Department of Education that a student is receiving gifted education services only if the services are provided in conformance with the Operating Standards for Identifying and Serving Gifted Students.

REFERRALS

Children may be referred for possible gifted identification on an ongoing basis by child request (self-referral), teacher recommendation, parent/guardian request, peer referral, or referral by any other individual familiar with the child's ability. The District shall provide at least two opportunities a year in all grade levels for screening/identification, through the referral process. Referral forms are available in the main office of each school building, and on the District Gifted Services website. Upon receipt of a referral, the District will follow the screening and assessment process outlined in this document.

SCREENING AND IDENTIFICATION

The District uses a three-part approach to screen and assess students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

Stage I: Pre-Assessment

- The pre-assessment phase of the screening process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are involved in the pre-assessment pool.

Stage II: Assessment for Screening

- The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. District-determined cut-off scores, to move students from the screening stage to the assessment stage, are lower than the scores necessary for identification.

Stage III: Assessment for Identification

- Strategies for assessment include the individual and group testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code, and are described in the Assessment Instruments Used for Gifted Identification section of this document. The District uses tests from the ODE approved list which ensure that results are valid for special populations, and reflect accurate aptitude/achievement in students with physical and sensory disabilities, or who do not speak English. All testing is conducted by qualified personnel according to instructions provided by the test publisher. Parents will be notified in writing of the results of all testing within 30 days.

The Stow-Munroe Falls City School District accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or appropriately trained personnel outside the school District.

SPECIAL POPULATIONS

The Stow-Munroe Falls City School District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English Language Learners (ELL) students, economically disadvantaged students, homeless students, disabled students, students with physical or sensory disabilities and any other student who may have special circumstances will not be excluded from potential gifted identification in any manner.

Assessment instruments and conditions shall be used that are appropriate for each student. If necessary, translators shall be secured for students who need that accommodation. Only tests that are valid for special populations shall be used for students from diverse backgrounds. All tests used must be on the current *Chart of Approved Gifted Identification/Screening Instruments (Ohio Department of Education)*.

RETESTING

The Stow-Munroe Falls City School District aims in its identification process to not exclude students from identification. Occasionally, another assessment instrument is used when the results from the second testing are still inconclusive. All parents, at any time, may have an outside trained examiner test a child using instruments approved by the State of Ohio, at the parents' expense.

Children who have requested assessment, who have been referred for assessment or who have met the screening requirements on a previous assessment are provided at least two opportunities a year for retesting. Once a student has been identified the identification is permanent within the State of Ohio. An identified student will only be re-tested using an individual assessment in order to determine eligibility for services.

APPEAL PROCEDURE

An appeal by the parent and/or guardian is the reconsideration of the results of any part of the identification process which would include:

- Screening procedure or assessment instrument which results in identification
- The scheduling of a student for assessment
- The placement of a student for services
- Receipt of services

To appeal, the parents should submit a letter the Coordinator of Gifted Services, outlining the nature of the concern. The Coordinator will issue a written final decision within 30 days of the appeal.

TRANSFER STUDENTS

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. 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 Coordinator of Gifted Services to initiate the assessment process.

Parents and/or guardians of transfer students who are assessed will receive results within 30 days of receipt of assessment results.

If a student was previously identified in Ohio or another state, parents and/or guardians need to contact the Gifted Services Department. Once a student has been identified in Ohio, there is no need to re-identify a student. Parents and/or guardians are encouraged to share past Written Education Plans and other pertinent records with Gifted Services. The Stow-Munroe Falls City School District accepts outside testing data that follows Ohio revised code 3324.01-.07.

ASSESSMENT INSTRUMENTS USED BY THE STOW-MUNROE FALLS CITY SCHOOL DISTRICT FOR GIFTED IDENTIFICATION

Stow-Munroe Falls City Schools uses the following assessment instruments for screening and identification of gifted students pursuant to Ohio Revised Code 3324.01.07.

To ensure that the test results accurately reflect each student's aptitude or achievement level, tests have also been included that will allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities, and students for whom English is a second language. Where necessary, tests are administered in a student's native language if interpreters are available. Students who have been identified as English Language Learners will be given a nonverbal assessment.

SUPERIOR COGNITIVE ABILITY

Within the preceding 24 months, the child has:

- a) scored 2 standard deviations above the mean (minus the standard error of measurement), on either an approved individual standardized intelligence test administered by a licensed psychologist or on an approved standardized group intelligence test,
- b) performed at or above the 95th percentile on the composite battery of an approved, nationally normed achievement test or,
- c) attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

Instrument	Screening and Identification Criteria
Cognitive Abilities Test (CogAT), Form 7; grades K-12	<ul style="list-style-type: none"> Screening (120) Identification (127, gr. K-2; 129, gr. 3-12)
Leiter-International Performance Scale-Revised (Leiter-R)	<ul style="list-style-type: none"> Screening (120) Identification (125, age 2-10; 126, age 11-20)
Otis-Lennon School Ability Test, 8 th Ed.; grades K-12 (OLSAT)	<ul style="list-style-type: none"> Screening (120) Identification (126)
Naglieri Nonverbal Ability Test – Individual Administration	<ul style="list-style-type: none"> Screening (120) Identification (125, K-6; 126, 7-12)
Universal Nonverbal Intelligence Test (UNIT); grades K-12	<ul style="list-style-type: none"> Screening (120) Identification (126)
Wechsler Intelligence Scale for Children (WISC-IV), 4 th Ed.; grades K-12	<ul style="list-style-type: none"> Screening (120) Identification (127)
Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities; grades K-12	<ul style="list-style-type: none"> Screening (120) Identification (127)

SPECIFIC ACADEMIC ABILITY

Within the preceding 24 months, the child has:

- a) performed at or above the 95th percentile at the national level on an approved individual standardized achievement test of specific academic ability in that field (mathematics, science, reading, writing or a combination of both, or social studies),
- b) performed at or above the 95th percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.

Instrument	Screening and Identification Criteria
Iowa Tests of Basic Skills (ITBS), Form C; grades K-12	<ul style="list-style-type: none">• Screening (90)• Identification (95)
SAT 1 Reasoning Test; grades 6-8	<ul style="list-style-type: none">• Screening (90)• Identification (95)
Stanford Achievement Test – 10 th Edition Basic	<ul style="list-style-type: none">• Screening (90)• Identification (95)
Wechsler Individual Achievement Test-III (WIAT-III); grades K-12	<ul style="list-style-type: none">• Screening (90)• Identification (95)
Woodcock-Johnson III (WJIII), Tests of Achievement; grades K-12	<ul style="list-style-type: none">• Screening (90)• Identification (95)

CREATIVE THINKING ABILITY

A child shall be identified as exhibiting “creative thinking ability” superior to children of a similar age, if within the previous 24 months, the child 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:

- a) Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
- b) Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.

CREATIVE THINKING – COGNITIVE ABILITY TESTS

Instrument	Screening and Identification Criteria
Cognitive Abilities Test (CogAT), Form 7; grades K-12	<ul style="list-style-type: none">Screening (105)Identification (111, gr. K-2; 113, gr. 3-12)
Leiter-International Performance Scale-Revised (Leiter-R)	<ul style="list-style-type: none">Screening (105)Identification (110, age 2-10; 111, age 11-20)
Otis-Lennon School Ability Test, 8 th Ed.; grades K-12	<ul style="list-style-type: none">Screening (105)Identification (110)
Universal Nonverbal Intelligence Test (UNIT); grades K-12	<ul style="list-style-type: none">Identification (111)
Wechsler Intelligence Scale for Children (WISC-IV), 4 th Ed.; grades K-12	<ul style="list-style-type: none">Identification (112)
Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities; grades K-12	<ul style="list-style-type: none">Identification (112)

CREATIVE THINKING – CREATIVE ABILITY TESTS

Instrument	Screening and Identification Criteria
Gifted and Talented Evaluation Scale (GATES), Creative Thinking Section IV; grades K-12	<ul style="list-style-type: none">Screening (65)Identification (83)
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version, Creativity: Part II; grades K-12	<ul style="list-style-type: none">Screening (32)Identification (43)

VISUAL OR PERFORMING ARTS ABILITY

A child shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the child has done both of the following:

- a) Demonstrated 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
- b) Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area. These areas are drawing, painting, sculpting, music, dance and drama.

Note: The Ohio Department of Education's Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts shall be used during the identification process in this category. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the particular arts area(s).

Instrument	Screening and Identification Criteria
Display of Work, Audition, or Performance (Observation and Evaluation)	<ul style="list-style-type: none">• Screening (Art=16-20; Music=14-17; Drama=16-19; Dance=20-25)• Identification (Art=21-24; Music=18-21; Drama=20-24; Dance=26-30)
Gifted and Talented Evaluation Scale (GATES), Visual or Performing Arts: Section IV, Items 41-50; grades K-12	<ul style="list-style-type: none">• Screening (55-77)• Identification (78)
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 Version (Artistic: Part V, Musical: Part VI, Dramatic: Part VII); grades K-12	<ul style="list-style-type: none">• Screening (Art = 40; Music = 25; Drama = 36)• Identification (Art = 53; Music = 34; Drama = 48)

SERVICE PLAN

The District ensures equal opportunity for all students identified as gifted to receive services offered by the District. Service placement criteria shall be consistently applied as specified in the screening and identification criteria. The same services will be consistently offered at each grade level and all buildings at those grade levels to all qualifying children. The criteria used may not discriminate on the basis of race, gender, ethnicity, disability status, first language or socio-economic status. Placement for District services shall match the service criteria used in determining eligibility. The Stow-Munroe Falls City School District acknowledges that gifted students have diverse needs and aims to offer a continuum of services as appropriate for students.

All gifted services in the Stow-Munroe Falls City School District shall be delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code. Districts are required to identify gifted students. However, school districts are not required to provide gifted education services. Currently, the state provides school districts with partial funding for identifying gifted students and employing or contracting gifted education staff. The Stow-Munroe Falls City School District strives to offer a continuum of services to serve the diverse needs of gifted students within the available resources.

CONTINUUM OF SETTINGS AND SERVICES

Kindergarten – 3 rd Grade	<ul style="list-style-type: none">Differentiated instruction in the typical classroom setting with teacher support from the Gifted Coordinator
Grade 4-6	<p>Tier One Services:</p> <ul style="list-style-type: none">Self-contained classroom taught by a Gifted Intervention Specialist for Superior Cognitive students meeting program requirements as detailed in the Qualification Tiers chart below. <p>OR</p> <p>Tier Two Services:</p> <ul style="list-style-type: none">Cluster grouping in the typical classroom for Superior Cognitive and/or Math identifications for students not receiving Tier One placementTargeted instruction in the typical classroom for students with a Reading identification not receiving Tier One placement
Grades 7-8	<ul style="list-style-type: none">Advanced Math ProgramAdvanced Language Arts Program
Grades 9-12	<ul style="list-style-type: none">Honors/AP/Advanced coursesDual enrollment opportunities (PSEO)

GIFTED SERVICES PROGRAM STANDARDS

The gifted classroom has a focus on differentiation in three main ways:

Content: Program content will cover the Common Core Standards for all academic subjects but with a greater depth and breadth. Cross-curricular studies will take place to integrate multiple skills and strengthen academic connections within learning. Students will experience curriculum at a faster pace and with more academic rigor.

Process: The process of learning is likely to involve a greater degree of complexity and pace. Expectations for these learners are higher. Students will be expected to work independently and collaboratively throughout learning units. Responsibility and choice within learning will take place through Problem Based Learning, cross-curricular units, independent studies and higher level thinking skills.

Product: How students demonstrate mastery of knowledge will include a variety of products and assessments. Products will demonstrate independence, creativity, higher level thinking skills and greater depth of knowledge.

SELF-CONTAINED CLASSROOM:

A self-contained classroom is where a district places students in a classroom with other gifted students and a Gifted Services intervention teacher (GIS) for the entire day, five days a week. Core subjects (English/Language Arts, Math, Science, and Social Studies) are taught by the GIS. Specials (art, music, physical education, and lunch) may have students from other classrooms and are instructed by the District specialists. These students are considered served and will have Written Education Plans.

Maximum class size for a self-contained classroom is 20 in the 4th and 5th grade levels and 25 at the 6th grade level, based on the *Operating Standards for Identifying and Serving Gifted Students OAC 3301-51-15 (E) (b)*.

ELIGIBILITY FOR GIFTED PROGRAM: GRADES 4-6

Students must meet one of the following combinations. If the self-contained class is full after any Tier (Tier I, II, III or IV), a waiting list shall be established based on the percentile ranking, with the highest score on the waiting list first. If the maximum class size is reached and including the next tier creates an oversized class and percentile scores are equal, a random lottery will determine who is offered placement. The random lottery will be conducted by the Coordinator for Gifted Services with the Director Academic Achievement as a witness.

All placements are final as of June 15th for the upcoming school year (e.g., a move-in may not necessarily be accommodated if the class is full.). Qualifying students moving into the district after class lists are established will need to wait until the next school year for a placement unless space becomes available.

Qualification Tiers

Tier I	Tier II	Tier III	Tier IV
Superior Cognitive ability identification in the 99 percentile (Superior Cognitive Score: CogAT= 135+ or 99 APR OLSAT= 99 APR *ITBS= 99 composite NPR)	Superior Cognitive ability identification in the 97+ percentile and Specific Academic identification in math or reading (Superior Cognitive Score: CogAT= 129+ or 97+ APR OLSAT= 97+ APR *ITBS= 97+ composite NPR)	Superior Cognitive ability identification in the 95/96+ percentile and Specific Academic identification in math or reading (Superior Cognitive Score: CogAT= 128+ or 96+ APR OLSAT= 95+ APR *ITBS= 95+ composite NPR)	Superior Cognitive ability identification of 95/96+ percentile (Superior Cognitive Score: CogAT= 128+ or 96+ APR *ITBS= 95+ composite NPR OLSAT= 95+ APR)

** The ITBS composite score will no longer be used as a Superior Cognitive qualifying score beginning with the 4th grade class of 2016-17. **

SPECIFIC ACADEMIC ABILITY: KINDERGARTEN – GRADE 12

The Stow-Munroe Falls City School District seeks to identify students who have specific academic ability in math, science, reading, and/or social studies. The Gifted Services staff may serve as a resource for general education teachers for the purpose of helping meet the needs of children with specific academic identification.

Students in grades 4-6 who possess a gifted identification in Superior Cognitive Ability and/or Math may be cluster grouped in the typical classroom and served by their classroom teacher with support from a GIS. A child who has an aptitude in a specific subject area that is consistently superior can benefit from differentiated instruction.

VISUAL/PERFORMING ARTS ABILITY: KINDERGARTEN – GRADE 12

The Stow-Munroe Falls City School District seeks to identify students in the visual/performing arts. While we do not offer specific services for these areas, gifted services specialists do try to assist parents and students who have been identified with educational options or information about special programs specific to a child's identification area.

PARTICIPATION/WITHDRAWAL FROM SERVICES

Although a child is identified as gifted, the decision to participate in any gifted service option always remains with the parent and/or guardian. Once a child has been identified, notification for services is sent to the parent and/or guardian. If a parent and/or guardian wishes to decline services for their child(ren), s/he should contact the Gifted Services office.

Any request to withdraw a student from gifted services shall be made in writing by the student's parent(s) to the Coordinator of Gifted Services, citing specific reasons for the withdrawal. After a student has been withdrawn, he/she will not be permitted to re-enter the program without re-qualifying based on current identification criteria. Application for re-entry must be submitted in writing by the student's parent and/or guardian to the Coordinator of Gifted Services.

WRITTEN EDUCATION PLANS (WEPS)

A gifted service is a service that conforms to the *Operating Standards*. Students who are served must have Written Education Plans (WEP). They are also reported to the Educational Management Information System (EMIS) as receiving gifted services. The WEP documents adjustments made to the curriculum in his/her area(s) of identification. Ohio's Academic Content Standards (and Ohio Core) recognize that students develop at different rates and clearly state that if they can exceed grade level indicators; they must be afforded the opportunity to do so. This gives teachers the flexibility to modify or differentiate instruction for students in which the

- level is advanced to ensure challenge,
- pace is adjusted to accommodate faster learning rates,
- complexity requires students to analyze or integrate several ideas, and
- depth encourages students to explore a topic in more thoughtful detail.

WEP progress is shared with parents periodically during the school year, typically at conferences. It is important to note that the WEP is not an IEP (Individualized Education Plan) and does not follow procedures as outlined in federal law for special education. Staff members responsible for ensuring delivery of services, policies regarding waiver of assignments and re-scheduling of tests, and the deadline for the next review of the WEP shall also be prescribed.

The Gifted Services Department aims to provide as many enrichment opportunities as possible to students. The Stow-Munroe Falls City School District strives to support the diverse needs of gifted and talented students via a continuum of opportunities both in and out of the classroom as resources permit.

ACCELERATION

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis. The *Iowa Acceleration Scale (3rd ed.)* is used as a tool to guide acceleration teams on appropriate placement.

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms for evaluation for whole-grade or individual subject acceleration will be available at each school building.

Who might need acceleration?

- A child with high cognitive ability. The higher the IQ, the greater the need to adjust the curriculum. For example, a student who has an IQ of 145 *may* need an enriched curriculum, intensive curriculum modifications or even whole-grade acceleration.
- A child in Kindergarten who already has mastered the curriculum.
- A student strong in math (or another subject) who typically finishes work quickly and consistently performs at the top of his/her class.
- A third grade student who always finishes work early and the teacher can no longer modify the curriculum without simply using concepts from the next grade level.
- A student strong in reading who typically reads books well above grade level and who quickly reads class material. The student finishes class reading well before other students and possesses strong comprehension skills.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty-five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the Coordinator of Gifted Services shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include the following:

- A. a parent/guardian, or a representative designated by that parent/guardian
- B. a gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted
- C. a principal or assistant principal from the child's current school
- D. a current teacher of the referred student

- E. a teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.

A student will be accelerated when the acceleration evaluation committee determines that the student:

- A. achieved the grade/course objectives and State-mandated requirements, if applicable, for the grade/course in which s/he is presently enrolled as well as for the grade(s)/course(s) that will be skipped;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade/course as well as the succeeding one(s);
- C. demonstrated sufficient proficiency to permit him/her to be accelerated in the educational program;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the grade/course to which s/he will be promoted or enrolled.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within ten (10) calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan (WAP). The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. placement of the student in an accelerated setting;
- B. strategies to support a successful transition to the accelerated setting;
- C. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,

D. an appropriate transition period for accelerated students

A school staff member will be assigned to oversee implementation of the WAP and to monitor the adjustment of the student to the accelerated setting.

At any time during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases the principal shall remove the student from the accelerated placement without repercussions.

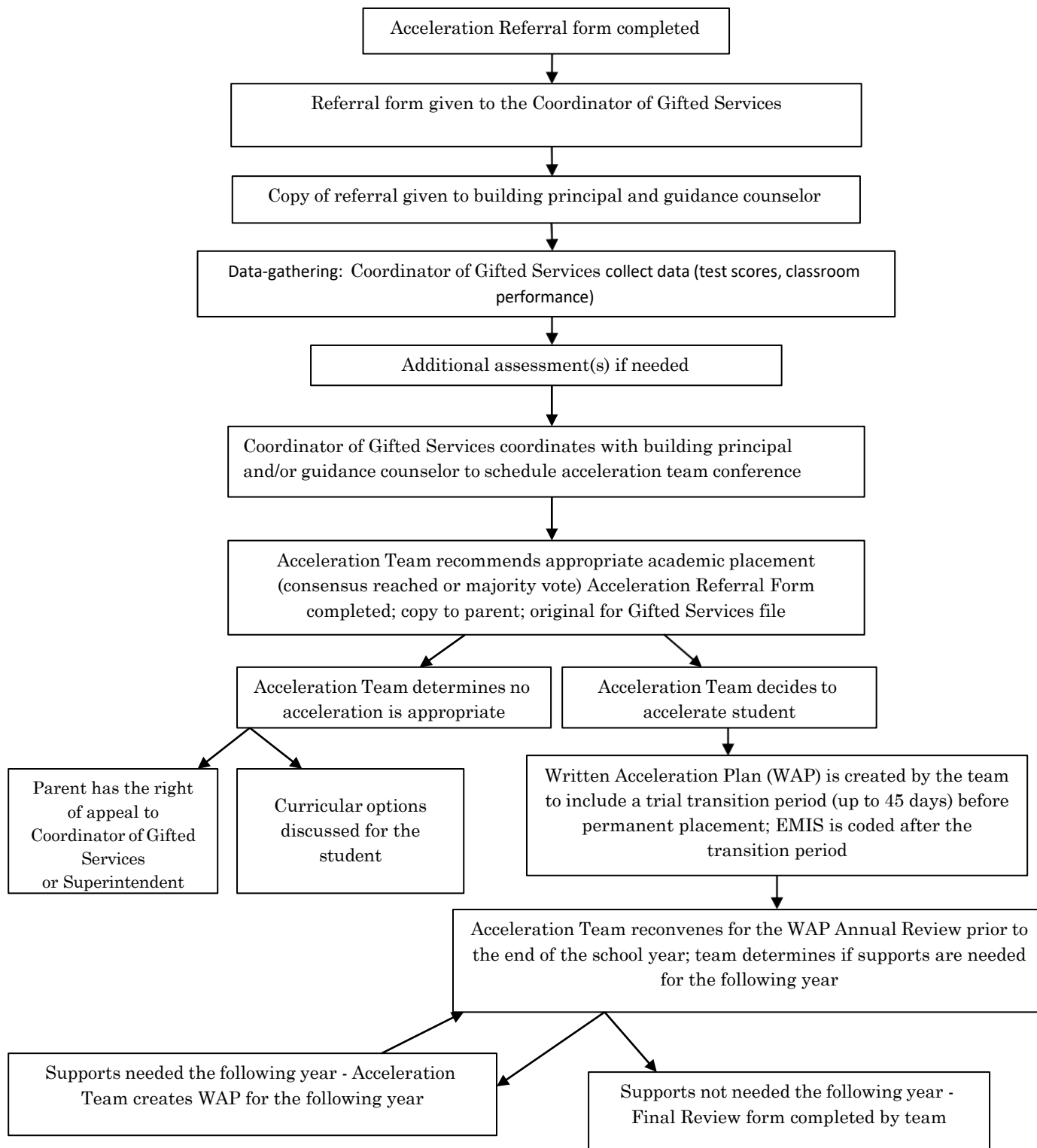
At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within twenty (20) calendar days of receiving the request. If the student will be placed in a different accelerated setting from that initially recommended, the student's acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The student's record shall be modified accordingly, and the WAP shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Acceleration Process

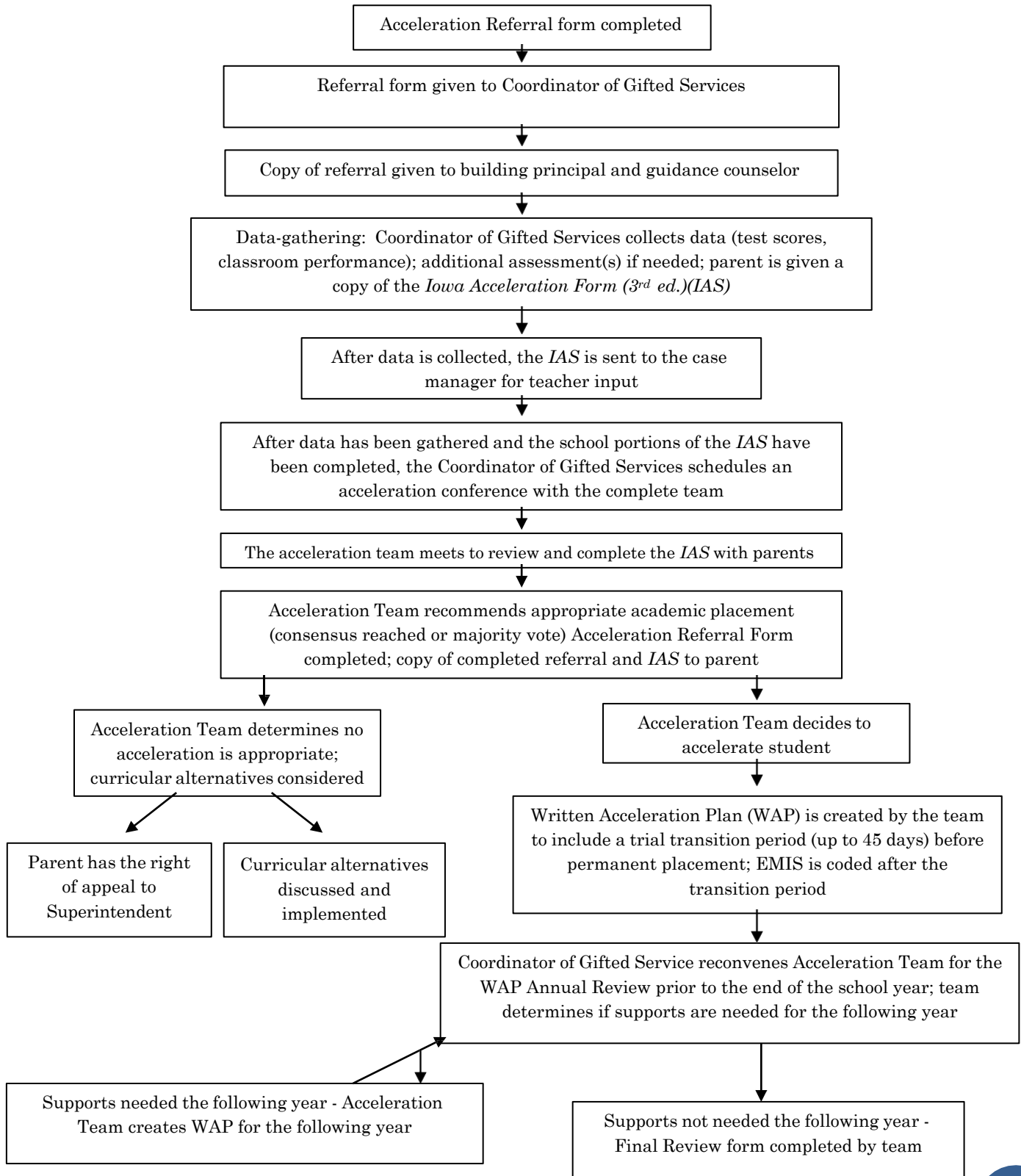
(Subject Acceleration)

All acceleration requests for the beginning of the school year are due **April 1**; requests for the beginning of second semester are due **October 15**



Acceleration Process

(Whole-Grade Acceleration)



EARLY ENTRANCE

The Board of Education establishes the following entrance age requirements for students, which are consistent with statute and sound educational practice, and directs that all eligible students be treated in an equitable manner.

KINDERGARTEN

A child is eligible for entrance into kindergarten if s/he attains the age of five (5) on or before August 1st of the year in which s/he applies for entrance. The Board may admit a younger child to kindergarten if the child satisfies the Board's early entrance criteria. A child under age six (6) who is enrolled in kindergarten will be considered of compulsory school age.

The Board will admit to kindergarten any child who has not attained the entrance age requirement of this District, but who was properly enrolled in a public or chartered nonpublic school kindergarten before transferring to the District.

FIRST GRADE

A child is eligible for entrance into first grade if s/he attains the age of six (6) on or before August 1st of the year in which s/he applies for entrance and has completed the kindergarten program of this District or an equivalent program elsewhere and has been recommended by the teacher for advancement to the first grade. The Board may admit to first grade a younger child who has successfully completed kindergarten if the child satisfies the Board's early entrance criteria.

EARLY ENTRANCE CRITERIA

The District provides early admission to kindergarten and first grade for qualified students. Copies of the referral forms for evaluation for early entrance to kindergarten or first grade will be available in each school building. Any student residing in the District may be referred by an educator employed by the District, or a pediatrician or psychologist who knows the child. The referral shall be made to the principal of the school for evaluation for possible early admission.

Any parent who is interested in having his or her child considered for Early Entrance should contact the Office of Special Services for a separate brochure, which includes an application. The brochure is also posted on the Stow-Munroe Falls City School District web site.

Procedures follow District Policy 5112 as outlined in Stow-Munroe Falls City School District Bylaws and Policies.

IDENTIFICATION OF CHILDREN WHO ARE GIFTED

DEFINITION AND CRITERIA

EXCERPTED FROM OHIO REVISED CODE 3324.01-.07

DEFINITIONS

Ohio Revised Code Section 3324.01

(B) "Gifted" means students who perform or show potential for performing at remarkable 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.

(C) "School district" does not include a joint vocational school district.

(D) "Specific academic ability field" means one or more of the following areas of instruction:

- * Mathematics
- * Science
- * Reading, writing, or a combination of these skills
- * Social studies
- * Visual and performing arts

IDENTIFICATION PLAN

Ohio Revised Code Section 3324.04

The Board of Education of each school district shall adopt a plan by January 1, 2000, for identifying gifted students. The plan shall be submitted to the Department of Education for approval. The Department shall approve the plan within 60 days if it contains all of the following:

(A) A description of the assessment instruments from the list adopted by the Department that the district will use to screen and identify gifted students;

(B) Acceptable scheduling procedures for screening and for administering assessment instruments for identifying gifted students. These procedures shall provide

- * At least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students;
- * Assurance of inclusion in screening and assessment procedures for minority and disadvantaged students, children with disabilities, and students for whom English is a second language;
- * Assurance that any student transferring into the district will be assessed within 90 days of the transfer at the request of a parent.

(C) Procedures for notification of parents within 30 days about the results of any screening procedure or assessment instrument and the provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program for receipt of services.

(D) A commitment that the district will accept scores on assessment instruments provided by other school districts or trained personnel outside the school district, provided the assessment instruments are on the list approved by the Department of Education under Section 3324.02 of the Revised Code.

IDENTIFICATION CRITERIA

Ohio Revised Code Section 3324.03

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

(A) 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 standardized intelligence test administered by a licensed psychologist;
- * Accomplished any one of the following:
- * Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
- * Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test;
- * Attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

(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 95th 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.

(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:

- * Attained a sufficient score, as established by the Department of Education, on an approved individual or group test of creative ability;

- * Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of creative behaviors.

(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:

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

SCREENING AND IDENTIFICATION

Ohio Revised Code Section 3324.06

The Board of Education of each school district shall adopt a statement of its policy for the screening and identification of gifted students and shall distribute the policy statement to parents. The policy statement shall specify

(A) The criteria and methods the district uses to screen students and to select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas specified in Section 3324.03 of the Revised Code.

(B) The sources of assessment data the district uses to select students for further testing and an explanation for parents of the multiple assessment instrument required to identify gifted students under Section 3324.03 of the Revised Code;

(C) An explanation for parents of the methods the district uses to ensure equal access to screening and further assessment by all district students, including minority or disadvantaged students, children with disabilities, and students for whom English is a second language;

(D) Provisions to ensure equal opportunity for all district students identified as gifted to receive any services offered by the district;

(E) Provisions for students to withdraw from gifted programs or services, for reassessment of students, and for assessment of students transferring into the district;

(F) Methods for resolving disagreements between parents and the district concerning identification and placement decisions.

APPEALS PROCEDURE

Ohio Revised Code Section 3324.03

(C) Parents have an opportunity to appeal any decision about the results of any screening procedure or the scheduling of children for assessment, or the placement of a student in any program for the receipt of services.

To appeal, contact your local building principal.

SERVICE PLAN

Ohio Revised Code Section 3324.07

(A) The board of education of each school district shall develop a plan for the service of gifted students enrolled in the district that are identified under Section 3324.03 of the Revised Code. Services specified in the plan developed by each board may include such options as the following:

- * A differentiated curriculum;
- * Cluster grouping;
- * Mentorships;
- * Accelerated course work;
- * The post-secondary enrollment option program under Chapter 3365. of the Revised Code;
- * Advanced placement;
- * Honors classes;
- * Magnet schools;
- * Self-contained classrooms;
- * Independent study;
- * Other options identified in rules adopted by the Department of Education.

(B) Each board shall file the plan developed under Division (A) of this section with the Department of Education by December 15, 2000. The Department shall review and analyze each plan to determine if it is adequate and to make funding estimates.

(C) Unless otherwise required by law, rule, or as a condition for receipt of funds, school boards may implement the plans developed under Division (A) of this section, but shall not be required to do so until further action by the General Assembly or the State Superintendent of Public Instruction.

**COPIES AVAILABLE FROM
OHIO DEPARTMENT OF EDUCATION
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