

Information for Parents

Indian Valley Local Schools Gifted Policy and Plan



Definition of Gifted:

A child who is gifted demonstrates advanced ability or performance in one or more areas when compared to others their age.

District Identification Plan and Process

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, and/or creative thinking ability.

The district must follow policy and procedures established in the Ohio operating standards for identifying and serving students who are gifted. These rules require districts to provide yearly whole-grade gifted testing in grade bands K-2 and 3-6 and offer testing based on referrals for any gifted area: superior cognitive, creative thinking, math, reading, science, social studies, as well as visual and performing arts at least twice per year.

- Whole-grade gifted testing is completed in February for grade 2 and grade 5.
- Referrals are taken in the fall semester, beginning in September, and in the spring semester, beginning in January.
- Testing for referrals are completed within 90 days of receiving the referral form or request from the parent.

These rules also specify that assessment instruments must come from the list approved by the Ohio Department of Education.

Screening and Assessment

Screening for gifted identification occurs when the district evaluates students using an instrument approved for gifted identification. Indian Valley provides two opportunities per year for the evaluation of students referred for gifted identification. Parents, guardians, teachers, or peers may refer district students in grades K-12 for gifted identification. Students may also refer themselves for evaluation.

The district uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, and creativity. Visual and performing Arts use a matrix approach.

STAGE 1: Pre-Assessment

During the pre-assessment stage, the district collects student performance data from multiple sources. All students are included in this pre-assessment process.

This approach ensures that every student in the district has equal access to screening and potential further assessment, including students who are culturally or linguistically diverse, from economically disadvantaged backgrounds, have disabilities, and children for whom English is a second language.

STAGE 2: Assessment for Screening

The screening stage examines the data gathered from the pre-assessment stage and also includes fall and winter standardized test screeners (NWEA MAP).

When making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel also examine other information concerning students. This helps determine if evidence of giftedness exists for that student and it directs any necessary additional assessment.

Parents must be notified within 30 days of the results of the screening.

STAGE 3: Assessment for Identification

In Stage 3, the district uses assessment data to gather the necessary information to make an identification decision and determine appropriate services for each student. These assessments include both individual and group testing in alignment with Ohio Revised Code.

The district will select and administer assessment instruments approved by the Ohio Department of Education (ODE) in accordance with Section 3324.02 of the Revised Code, ensuring that:

- Assessments are administered by trained individuals following publisher instructions.
- Instruments have been validated for the intended purpose and student populations and measure the specific area(s) of gifted ability.
- Accommodations listed in a student’s Individualized Education Program (IEP) or 504 Plan are used.

Once the assessments are complete, the district evaluates all data collected during the identification stages to determine eligibility for gifted identification and the student’s educational needs.

All tests and checklists used must be on the ODE’s approved list and, with the exception of visual or performing arts identification, the required scores must have been achieved within the preceding 24 months.

Superior Cognitive Ability	Specific Academic Ability in a Content Area	Creative Thinking Ability	Visual or Performing Arts Ability
<p><i>Students must:</i> --score two standard deviations above the mean, minus the standard error of measurement (SEM) on a standardized intelligence test. --at/above the 95th percentile on an approved nationally normed achievement test --or attain an approved score on an above grade-level standardized, nationally normed test.</p>	<p><i>Students must:</i> --score at/above the 95th percentile on an approved nationally normed achievement test</p>	<p><i>Students must:</i> --score one standard deviation above the mean (minus SEM) on an approved intelligence test AND --score sufficient performance on an approved creative ability test or checklist established by the Ohio Department of Education</p>	<p><i>Students must:</i> --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 attain a sufficient score as established by the Ohio Department of Education, on a checklist of behaviors related to a specific arts area.</p>

The chart below provides an example of how to calculate the qualifying score for gifted identification using an intelligence assessment.

	Mean	Standard Deviation	Standard Error of Measurement	
Assessment Information	100	15	3.2	Calculating the Qualifying Score
Superior Cognitive Ability	100	(two standard deviations) 30	(3.2 rounded up) 4.0	$100 + 30 = 130$ $130 - 4 = 126$ Qualifying Score: 126
Creative Thinking Ability	100	(one standard deviation) 15	(3.2 rounded up) 4.0	$100 + 15 = 115$ $115 - 4 = 111$ Qualifying Score: 111

Identification

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

Scores for Reassessment

Sometimes, a student may obtain a score in the reassessment range on an assessment approved for gifted identification. When this occurs, the district will evaluate the student again using an assessment approved for gifted identification. Reassessment scores for most approved assessments are determined by the school district, unless otherwise specified in this guidance document, and must be a minimum of one point below the qualifying score for identification. However, a district may choose to establish a score for reassessment that is several points below the qualifying score to broaden the pool of students evaluated for gifted identification. This helps to ensure the district is casting a wide net for gifted identification.

Referral

Students may be referred, in writing, for gifted testing twice per year: fall semester and spring semester (see District Identification Plan and Process on page 3), based on the following:

- Child request (peer or self-referral)
- Teacher recommendation
- Parent/Guardian referral
- Other (e.g., psychologist, community member, principal, gifted coordinator, etc.)

Upon receipt of the initial referral in any gifted area, the district will:

- Assess the student within 90 days
- Notify parents of results of screening or assessment and identification within 30 days.

GENERAL

Transfers and Outside Scores

If your child is identified as gifted in another school district or through an outside professional using Ohio Department of Education approved assessments, we will accept those scores. If your child transfers to Indian Valley and you would like them assessed for gifted services, please contact your building principal. We will complete the assessment within 90 days of your request.

Access to Services

All students identified as gifted will have an equal opportunity to participate in the gifted services offered by Indian Valley Local Schools.

Withdrawing from Gifted Services

If you or your child wishes to stop participating in gifted services, please provide a written request to the building principal.

Appeal Process

If you have concerns about any part of the gifted identification process, such as testing procedures, assessment schedules, service placement, or program participation, you may request a review.

- Please submit a written appeal with your concerns. An appeals committee, including the building principal, gifted specialist, and your child's teacher, will review the information and determine if additional assessment is needed. You will receive a written decision with an explanation within 30 days of submitting your request.

SERVICES

- Students identified as gifted in grades 1–3 receive services in a cluster group setting with other gifted peers. Their instruction is provided by their regular classroom teacher, who participates in ongoing professional development focused on gifted education.
- In grades 4 and 5, the Gifted Intervention Specialists (GIS) provides direct instruction in English Language Arts and Mathematics for gifted students as part of their core learning.
 - Indian Valley Local Schools employs two full-time Gifted Intervention Specialists (GIS) who support this work by providing staff training, collaborating with teachers, and offering consultation as needed. The GIS partners with classroom teachers to adjust and enrich the curriculum to meet the needs of gifted students within these classrooms.
- The concentrated areas of instruction or collaboration provided by the GIS reflect the student's area(s) of identification, as well as the indicators and benchmarks listed in the Academic Content Standards.

- A maximum of 60 students are permitted to participate with each GIS.
- Gifted identified students in grades 6-8 receive service in honors courses for math, English Language Arts, and science. Regular classroom teachers who also teach honor's courses, are participating in on-going professional development provided by a Gifted Intervention Specialists and/or District Gifted Coordinator.
- Gifted identified students in grades 9-12 receive services in honors classes, post-secondary options through College Credit Plus courses. Teachers are participating in on-going professional development provided by the Gifted Intervention Specialists and/ or Gifted Coordinator.

District Service Plan Table

Key:

Advanced Placement (AP): college level classes that can lead to college credit

College Credit Plus (CCP): college classes that can be taken at a college or university that leads to college credit.

Honors classes: more rigorous than regular courses

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Regular Classroom	Regular Classroom <i>Cluster Group</i>	K - 12	Gifted Identification in: specific academic area(s), superior cognitive, and/or creative thinking	Reg. Ed Teacher
Subject or Whole Grade Acceleration	Regular Classroom <i>with Acceleration</i>	K - 12	In accordance with acceleration process	Reg. Ed Teacher
Advanced Placement (AP):	Regular Classroom Advance Placement	8-12	Identification in that subject area	AP teacher

College Credit Plus (CCP)	College Setting	HS	Higher Ed Criteria is determined by each college or university	Higher Ed Teacher
Honors	Regular Classroom Honors	6 - 12	Identification in that subject area	Reg. Ed. Teacher
Pull-Out	Resource Room/Pull Out	4-5	Superior Cognitive and/or Creative Thinking	Gifted Interv. Specialist (GIS)
Visual / Performing Arts	Regular Classroom	K - 12	Visual and/or Performing Arts Identification	Fine Arts Teacher

WRITTEN EDUCATION PLANS

- The district uses the Written Education Plan (WEP) format developed by *SameGoal*, in alignment with the Ohio Department of Education. It addresses specific requirements including a) description of services, b) goals for each service provided, c) methods for evaluating progress toward the goals, d) method and schedule for reporting progress to parents, e) staff responsible for the delivery of each service, f) policies regarding waivers of assignments and re-scheduling of tests, g) deadline for next WEP review, and h) assurance that copies of the WEP are given to parents and responsible staff providing the service.
- Goals are determined by the student's area of identification, learning styles, interests, present academic level, and social/emotional functioning that includes the Process Framework from the Gifted Education Model Course of Study and the Ohio Academic Content Standards.
- Methods for evaluating progress toward the goals are determined by a measurement of good to excellent ratings on rubrics used to judge student's projects and products, skill work on classroom assignments, and teacher observation.

- The method and schedule for reporting progress to parents is through 24 hour online access of grades, classroom teacher(s), and gifted intervention specialists (where applicable).
- Staff responsible for the creation of the WEP and delivery of each service is listed on the WEP.
- Regular classroom teachers can waive assignments and scheduling of tests by accommodating through pre-testing and curriculum-compacting. Curriculum compacting is the primary means by which to accelerate students at a more rapid pace in the multi-age classroom offered to students in grades four and five.
- WEP's are reviewed annually.
- Parents and responsible staff are encouraged to take part in WEP writing and will be provided a copy of the WEP.

District Contact Information

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