

Programs for Students Who Are Gifted

Identification

The District follows the identification eligibility criteria as specified in State law.

1. The District identifies students of the District, in grades kindergarten through 12, as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - i. mathematics;
 - ii. science;
 - iii. reading, writing or a combination of these skills and/or
 - iv. social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability
2. The District uses only those instruments approved by the Ohio Department of Education and Workforce (ODEW) for screening, assessment and identification of students who are gifted. The District will ensure approved assessment instruments:
 - A. Are administered by a trained individual in accordance with the instructions provided by their publisher.
 - B. Have been validated for the specific purpose and populations for which they are used and measure the specific areas of gifted ability.
 - C. Are provided and administered in the student's primary language or communication modality if English is a barrier to the student's performance or if

requested by the parent.

- D. Are provided and administered using the accommodations in a student's "Individualized Education Program" or "504 Plan." If these accommodations are not consistent with a test's allowable accommodations, a comparable approved assessment instrument will be used.
 - E. Are selected and administered so as to best ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's disability or impaired sensory, manual or speaking skills
3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who Are Gifted

The Board adopts and submits to ODEW a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODEW for approval. The plan may be subject to ODEW review during any applicable audits. A copy of this policy is provided at time of submission. The District screening and identification plan is distributed to parents. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODEW-approved list to be used for the screening and identification of students who are gifted;
3. procedures for the provision of at least one whole grade screening opportunities to be administered for all students once prior to the end of second grade, and at least one whole grade screening opportunity for all students between grades three and six; once before the end of sixth grade; such screenings are for the areas required by law;
4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;
5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including students

who transfer into the District, minority and disadvantaged students, students with disabilities and English learner students;

6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students, who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;
9. 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 with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and
10. an explanation that the District accepts scores on assessment instruments approved for use by ODEW that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services

The District adopts and submits to ODEW a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all students identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of students transferring into the District.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with State law.

The gifted services currently available within the District and the criteria for receiving these services are:

CRITERIA	ASSESSMENTS	IDENTIFICATION
SCA	Cognitive Abilities Test (CogAT), Form 7 Iowa Assessments, Form E, Complete Battery	128 95% or higher
SA	Woodcock-Johnson Iowa Assessments, Form E, Complete Battery STAR Reading and STAR Math (screener only)	95% or higher 95% or higher 95% or higher
CT	CogAT, Form 7 CogAT, Form 7 Nonverbal Battery only Gifted and Talented Evaluation Scales (GATES)	112 or higher 110 or higher 83 or higher
VPA	Visual: ODE Rubric GATES Drama: ODE Rubric GATES Music: ODE Rubric GATES Dance: ODE Rubric GATES	21-24 78 or higher 20-24 78 or higher 18-21 78 or higher 26-30 78 or higher

Gifted services likely to be provided to a student based on the nature of their identification are:

SERVICE	SETTING	GRADE LEVEL	CRITERIA	PROVIDER
Guidance & Counseling	Guidance Services	K-12	SC, SA, CT, & VPA	Gifted Intervention Specialist
Advanced Track Math	Regular Classroom <i>with Acceleration</i>	7-8	SC or SA - Math	Regular Classroom Teacher
AP Classes	Regular Classroom <i>AP (4 classes)</i>	10-12	US History, Am. Gov., and Euro History SC or SA R/W or SS Calculus SC or SA Math	AP Trained Classroom Teacher with authorized course or Gifted Intervention Specialist
Honors Classes	Regular Classroom <i>Honors</i>	11-12	Chemistry SC or SA - Science	Regular Classroom Teacher
GAP	Resource Room / Pull out	6-8	SC or SA R/W	Gifted Intervention Specialist

Written Education Plan/Services

When provided, gifted services are based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

The WEP is provided to parents of gifted students, the collaborating educator, and all educators responsible for providing gifted education services, including teachers providing differentiated instruction in general education settings and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals aligned with the Ohio Learning Standards; goals may also include curricular, guidance and instructional practices which support the student's social and emotional needs;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered;
5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom
6. a date by which the WEP will be annually reviewed for possible revision and
7. an explanation of how the gifted services meet the student's documented strengths, educational needs, and goals for the student.

At the commencement of services, and each year thereafter, the District makes a reasonable attempt, to obtain parent input on the WEP and a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

Services for students will be consistent with their area(s) of identification and differentiated to meet their needs. Placement procedures for District services will be in conformance with the District's written criteria for determining eligibility for placement in those services. Subjective criteria such as grades and teacher recommendations will not be used to exclude a student from service. If the District provides gifted services, all District students who meet the written criteria for a gifted service will be provided an equal opportunity to receive that service. Placement procedures and the written criteria will comply with all relevant provisions in State law.

The District ensures that students identified as gifted are placed in service settings with similar or related areas of identification to the maximum extent possible. Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated.

The District will develop and disseminate a “no services” letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Model Acceleration Policy

The Board implements a student acceleration policy pursuant to section RC 3324.10

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development to meet the required competencies and participates in regularly scheduled collaborative planning in curriculum development and instruction with an educator who holds licensure or endorsement in gifted education

Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODEW.

The District submits, as required, a gifted education data audit to ODEW.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the OAC rules regarding gifted education.

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LEGAL REFS.: ORC 3324.01 et seq.
 OAC 3301-51-15

CROSS REFS.: IKEB, Acceleration
 JB, Equal Educational Opportunities