

Lisbon Exempted Village Schools

District Policy

for the Identification of and Services

For Students Who Are Gifted

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 Ohio Revised Code. All Ohio schools are required to screen and identify gifted students in grades K-12 (3324.03 O.R.C.)

District Identification Plan

The district accepts referrals, screens, and identifies, or screens 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, creative thinking ability, and/or visual and/or performing arts. The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

Superior Cognitive Ability

Assessments the district administers that provide for superior cognitive identification.

- Cognitive Abilities Test (CogAT), Grade 2 Form 8, Level 8, Grade 5 Form 8 Level 11 - Screening 120, ID 127 K,3,7-12 and 128 1,2,4-6. (Whole-Grade Testing)
- InView - Grades 2-12, Creative thinking ability 112, superior cognitive ability 128

Specific Academic Ability

Assessments the district administers that provide for specific academic identification.

- Iowa Assessment Complete Battery - Grade 2: Form G, Level 8, Grade 5: Iowa Form G, Level 11 - Screening 90th percentile; ID 95th Percentile (Whole-Grade Testing)
- Terra Nova Complete Battery - Grades 1-12, Screening 90th percentile; ID 95th Percentile
- ACT(Math, Reading, Science) - Screening 90th percentile; ID 95th Percentile

Creative Thinking Ability

Assessments the district administers that provide for creative thinking identification.

Behavioral Checklists

- Gates for Superior Students, Screening - 48-50, ID 51 Artistic Characteristics, Screening 59-60, ID 61 Musical Characteristics, Screening 37-38, ID 39 Dramatic Characteristics, Screening 54-56, ID 57

Intelligence Test

- Cognitive Abilities Test (CogAT) Form - Screening 110, ID 111 K-1 and 112 2 -12

Visual and Performing Arts

Assessments the district administers that provide for creative thinking identification.

- Art - ODE Rubric for Art - Screening 16-20, ID 21 - 24
- Music - ODE Rubric for Music - Screening 14-17, ID 18 -21
- Drama - ODE Rubric for Drama - Screening 16-19, ID 20 -24
- Dance - ODE Ohio Checklist of Artistic Behavior, grades 9 - 12(ages 14+) Screening 29 - 31, ID 32-35 & Gifted and Talented Evaluation Scales (GATES-2) - Screening 90-110. ID 111

Identification Process

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
Whole-grade Testing CogAT Iowa	Superior Cognitive, Reading, Math	2nd Grade
Whole-grade Testing CogAT Iowa	Superior Cognitive, Reading, Math, Science, Social Studies	5th Grade
ACT	Science	11th Grade

Individually-administered Test	All	K-12 by referral
Audition, performance	VPA	K-12 by referral
Display of Work	VPA, Creativity	K-12 by referral
Exhibition	VPA, Creativity	K-12 by referral
Checklist	VPA, Creativity	K-12 by referral

REFERRAL

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using: group tests, individually-administered tests, audition, performance, display of work, exhibition, checklists. Referral forms are available in the building administrator’s office. Students may be referred on an ongoing basis, based on the following: student request (self-referral), teacher recommendation, parent/guardian request to the building administrator, other (e.g., psychologist, community member, principal, gifted coordinator, etc.) Upon receipt of a referral, the district will obtain permission for assessment and notify parents of results of screening or assessment and identification. The district shall provide at least two opportunities a year for assessment in the case of a student requesting assessment or recommended for assessment by teachers, parents, or other students.

SCREENING AND ASSESSING

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, Creativity, and Visual and/or Performing Arts.

Stage 1: PRE-ASSESSMENT

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are involved in the pre-assessment pool. By using the pre-assessment process, the district ensures equal access to screening and further assessment for all district students, including culturally or linguistically diverse students, students from low socioeconomic backgrounds, students with disabilities, and students having limited English proficiency. Appropriate tests and/or administrative procedures are used by qualified personnel for students who are culturally diverse, economically disadvantaged, have a disability or have limited English proficiency. See the “Assessment Instruments Used for Gifted Identification” brochure for the specific tests used in this district, taken from the “Chart of

Approved Gifted Identification/Screening Instruments – April 2019-2020, Update” by the Ohio Department of Education.

Stage 2: ASSESSMENT FOR SCREENING

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criterion. School personnel examine all available information about a student to determine evidence that possible giftedness exists for that student. Students may be identified through whole-grade screening in second and fifth grades. It also may be determined from these results that additional assessments are necessary. District-determined cut-off scores, to move students from screening to the assessment stage, are lower than the scores necessary for identification. Parents must be notified within thirty days of the results of screening. Lisbon Exempted Village Schools use assessment for screening from the ODE approved list.

Stage 3: ASSESSMENT FOR IDENTIFICATION

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group-testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code. Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and the student's educational needs are determined. Parents are notified in writing within thirty days of the results of assessment. Lisbon Exempted Village Schools uses assessments for screening from the ODE approved list. Identification scores remain in effect for the remainder of the students's K-12 school experience.

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.

Out of District Scores

The district accepts scores on assessment instruments completed within the preceding 24 month period approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district.

TRANSFER

The district ensures that any student transferring into the district will be assessed within 90 days of the transfer at the written request of the parent. Parents should contact the building principal to obtain a referral for assessment. Additionally, following the registration process and receipt of records from the previous district, student records are reviewed to determine if

previous gifted identification exists. Students that transfer into the district with a valid identification will be placed into any gifted services for which they have met the criteria for service.

EQUAL ACCESS TO SERVICES

The district ensures equal access into any appropriate gifted programs for all identified gifted students, including culturally or linguistically diverse students, students from low socioeconomic backgrounds, children with disabilities, and students having limited English proficiency. The district takes the following steps to ensure the equity for these traditionally underrepresented populations:

- Selecting Assessments which allow the accommodations in a student's Individualized Education Program or 504 Plan
- Administering assessments in a student's native language if the language serves as a barrier to identification
- Securing school psychologists to administer instruments where applicable

WITHDRAWAL

If at any time, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator and gifted coordinator. If a student requests to withdraw, parents will be notified. After the request is received, a meeting will be held with the gifted teacher, coordinator and parents and a decision will be reached together. Future participation in gifted services will be discussed.

APPEAL PROCEDURE FOR IDENTIFICATION AND SERVICES

An appeal by the parent 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 students for assessment, the placement of a student in any program, 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 within 30 days of the appeal. This written notice should include the reason for the decision (s). The decision of the superintendent or designee is final.

District Service Plan

Students in grades 3-8 who are identified in specific areas of giftedness may receive services through cluster grouping in the regular classroom setting. High School students may receive services through Honors, College Credit Plus courses, or cluster grouping in the regular classroom setting. Criteria for placement is: Superior Cognitive Identification on a nationally

normed assessment of cognitive ability **and/or** a score at the 95th percentile or higher on a nationally normed assessment of achievement in reading, math, science, or social studies.

Service Setting	Grade Level	Criteria for Service	Service Provider
Regular Classroom Cluster Grouping	3 - 4	Identified in superior cognitive, math, reading, and/or creativity	Regular classroom teacher with gifted PD hours with support of Gifted Coordinator as needed.
Regular Classroom Cluster Grouping	5-12	Identified in superior cognitive, math, reading, science, social studies, and/or creativity	Regular classroom teacher with gifted PD hours with support of Gifted Coordinator as needed.
Regular Classroom with Acceleration	K-12	Identified in superior cognitive, math, reading, and/or creativity (qualifying students)	Regular classroom teacher with gifted PD hours with support of Gifted Coordinator as needed.
College Credit Plus University setting	7-12	Available to all students with good academic standing.	University
Regular Classroom Honors	9-12	Available to all students with good academic standing.	Regular classroom teacher with gifted PD hours
Art Classroom	K-12	Identified in any of the arts areas	Trained Art Instructor

Written Education Plan

All school districts in Ohio reporting services to gifted students must have on file a copy of a Written Education Plan (WEP) for each student served. Ohio Administrative Code 3301-51-15 (D)(4) outlines the specific points that must be included on the WEP.

The District provides gifted services based on the student's area(s) of identification and individual needs and is guided by a written education plan (WEP). The **WEP** is provided to parents and educators of gifted students at the beginning of each school year. It includes a description of the services provided with goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified and methods and schedule for reporting progress to students. The **WEP** also specifies staff members responsible for ensuring that specified services are delivered, 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, and a date by which the **WEP** will be reviewed for possible revision.

INDIVIDUAL STUDENT GOALS AND METHOD OF EVALUATION

Annual student goals will be specified for each student in each service program. Goals may address academic and/or affective areas. Progress toward goals will be evaluated by a specified method, which may include teacher observations, peer evaluations, written critiques/reflections, self-evaluations, pre/post tests, portfolios, rubrics, conferences, checklists, surveys, journals/learning logs, or other methods.

REPORTING PROGRESS TO PARENTS

Parents shall be informed of their student's progress toward **WEP** goals by the staff responsible. Methods of communication may include phone calls, e-mail, face-to-face meetings, letters home, and report cards. The minimum schedule for this reporting is stated on the **WEP**.

WAIVER OF ASSIGNMENTS POLICY

Students who participate in gifted services are not assigned work missed in the regular classroom if this work provides practice, review, has been mastered, or would be mastered easily if presented in another format. Teachers should attempt to introduce new concepts and schedule tests at a time when gifted students are in the regular classroom. Students are responsible for communicating with the teacher regarding missed assignments.

Joseph Siefke, Superintendent

David Anderson Jr/Sr High School

Keith Edenfield, Principal

Kyle Bing, Assistant Principal

McKinley Elementary School

Daniel Kemats, Principal

District Gifted Contact Information

Beth Hiscox, Gifted Coordinator

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