DISTRICT POLICY FOR THE IDENTIFICATION OF AND SERVICES FOR STUDENTS WHO ARE GIFTED

Information for Parents

Montpelier Exempted Village Schools
Home of the Locomotives

Identification Information

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 Section 3324.03 of the Ohio Revised Code.

How are children identified in Ohio?

Ohio law requires each school district to identify gifted students K-12 in the following areas:

- Superior Cognitive Ability
- Specific Academic Ability
  - Reading/Writing
  - Math
  - Science
  - Social Studies
- Creative Thinking Ability
- Visual & Performing Art
  - Dance
  - Drama
  - Music
  - Visual Arts

The Identification Steps:

The **pre-assessment** part of the 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.

The **screening step** 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 criteria. Qualified school personnel examine all available information about a student to determine if evidence of possible giftedness exists for that student and conduct necessary additional assessment.

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 qualified school personnel have completed the assessment, the data obtained throughout the stages of identification are evaluated, the identification decision is made and the student's educational needs are determined. Parents will be notified of testing results within 30 days of the district receiving the scores.

Identification

The district ensures there are ample and appropriate scheduling procedures for assessments (at least twice per year) and reassessing using items from the following list:

- Group tests
- Individually-administered test
- Checklists
- Audition and performance
- Display of work
- Exhibition

Referral forms are available in the school offices.

Special Populations
The district does not discriminate and ensures that special populations are included in screening and assessment procedures. Appropriate instruments are used so that children who are culturally and linguistically diverse, minority and/or children who are limited English proficient, children from low socioeconomic status, and children with disabilities are included.

General and 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. The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the written request of the parent.

Identification Criteria
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;
- 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 95% 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.

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 95% 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.

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 Ohio Department of Education, on an approved individual or group test of creative ability;
- Established sufficient performance, as established by the Ohio Department of Education, on an approved checklist of creative behaviors.

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 Ohio Department of Education, on an approved checklist of behaviors related to a specific arts area.

Appeal Procedure

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.

An appeal by the parent is the reconsideration of the results of any part of the identification process that would include;

- Screening procedures or assessment instrument (which results in identification);
- The scheduling of children for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents should submit a letter to the superintendent or building administrator outlining the nature of the concern. The superintendent or building administrator will convene a meeting with the parent/guardian, and may include other school personnel. The superintendent or building administrator will issue a written final decision within 30 days of the appeal. This written notice will include the reason for the decision(s).

Services

Montpelier Exempted Village Schools ensure equal opportunity for all students identified as gifted to receive services offered by the district. Students are selected for gifted services based on identification from Ohio Department of Education approved instruments in cognitive and/or specific academic areas of service.

The gifted language arts class and clustering for differentiation in the regular classroom require identification in reading and/or cognitive ability. The gifted mathematics class requires identification in math and/or cognitive ability.

2015-2016 Montpelier Gifted Education Services

Grade 4: Math and Language Arts
Grade 5: Math and Language Arts
Grade 6: Math and Language Arts

Other services for gifted students may include the following:

- A differentiated curriculum
- Cluster grouping
- Mentorships
- Accelerated coursework
- Grade level acceleration
- Post-Secondary Enrollment Options (PSEO)
- Advanced Placement (AP)
- Honors classes
- Independent study
- Other options identified in rules adapted by the Ohio Department of Education

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services, the parent or child should write the request to the building administrator. If children request to withdraw, parents will be notified. In each case, a conference will be scheduled to finalize the withdrawal process.

Written Education Plans

All students receiving gifted services have a Written Education Plan (WEP) that meets the Ohio Department of Education requirements. Each WEP provides a description of the services to be provided for individual students including goals in each service specified, including, but not limited to, academic goals, methods for evaluating progress toward achieving the specified goals, and methods and schedule for reporting progress to students. Each WEP specifies staff members responsible for ensuring that specified services are delivered. The Written Education Plans (WEP) specifies policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general education classroom and include a date by which the WEP will be reviewed for possible revision. A WEP will be provided to parents of all served students during Parent-Teacher Conferences

Assessment Instruments

Superior Cognitive Ability

Cognitive Abilities Test (CogAT-7)	Screening	120
Gr. K-2 Composite and/or Nonverbal	Identification	127
Gr. 3-12 Composite and/or Nonverbal	Identification	128
Woodcock-Johnson III	Screening	120
	Identification	127

Specific Academic Ability

Iowa Tests of Basic Skills	Screening	90th percentile
	Identification	95th percentile
Terra Nova, 3rd Edition	Screening	90th percentile
	Identification	95th percentile

Creative Thinking Ability

Cognitive Abilities Test (CogAT-7)	Screening	110
Gr. K-2 Composite and/or Nonverbal	Identification	111
Gr. 3-12 Composite and/or Nonverbal	Identification	112
Woodcock-Johnson III	Screening	110
	Identification	112
Scales for Rating Behavioral Characteristics of Superior Students	Screening	48-50
	Identification	51 & above

Visual and Performing Arts Ability

Ohio Department of Education Rubric for Scoring Visual Art/Music/Drama/Dance Performance

Drama		**Music**	
Screening	16	Screening	14
Identification	20	Identification	18
Visual Arts		**Dance**	
Screening	16	Screening	20
Identification	21	Identification	26

Scales for Rating the Behavioral Characteristics of Superior Students

Drama		**Music**	
Screening	54-56	Screening	37-38
Identification	57+	Identification	39+
Visual Arts			
Screening	59-60		
Identification	61+		

Performance or Display of Work

Montpelier Schools Mission Statement

In partnership with family and community, the Mission of the Montpelier Exempted Village School District is to educate students to their maximum potential and motivate them to be productive and responsible citizens.

Montpelier Exempted Village Schools

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