

PROGRAMS FOR STUDENTS WHO ARE GIFTED

New rules for identifying and serving students who are gifted become effective July 1, 2017 as outlined in Ohio Administrative Code 3301-51-15.

In accordance with the belief that all students are entitled to education commensurate with their particular needs, students in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these students require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Students who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for students who are gifted as an integral part of the total kindergarten through grade 12 program.

Identification

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

1. The District identifies gifted students, in grades kindergarten through 12, as those 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:
 - 1) Mathematics;
 - 2) Science;
 - 3) Reading, writing or a combination of these skills and/or
 - 4) Social studies;
 - C. Creative thinking ability and/or
 - D. Visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education (ODE) for screening, assessment and identification of students who are gifted.
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 ODE a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODE for approval. A copy of this policy is provided at time of submission. 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 ODE-approved list to be used for the screening and identification of students who are gifted (Iowa Tests of Basic Skills, Terra Nova, WIAT, Woodcock-Johnson, Cognitive Abilities Test, CogAT Non-Verbal, InView, DAS, WISC, Ravens);
3. procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six (grades 2, 5 and 8);
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 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/guardians 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/guardian;
9. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents/guardians 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 ODE 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, testing, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents/guardians and staff.

District Plan for Services

The District adopts and submits to ODE 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.
5. The District informs parents of the contents of this policy as required by State law.

The services likely to be provided to an identified gifted student and currently available within the District along with the criteria for receiving these services are:

STEM (grades 4 and 5): 95% math or science and 110 and above cognitive ability

REACH (grades 6, 7 and 8): 95% reading, 90% language and 120 and above cognitive ability

6th Grade Math Cluster

7th Grade Advanced Math

8th Grade Honors Algebra I

For each math course shown above, math achievement and cognitive ability scores are used, within 24 months, from the ODE approved list of tests. A total of 4 points is needed for placement.

Math: 84%-89% = 1 point; 90-94% = 2 points; 95 and above = 3 points

Cognitive: 112-119 = 1 point; 120-126 = 2 points; 127 and above = 3 points

6th Grade Science Cluster

7th Grade Advanced Science

8th Grade Advanced Science

For each science course shown above, science achievement and cognitive ability scores are used, within 24 months, from the ODE approved list of tests. A total of 4 points is needed for placement.

Science: 84%-89% = 1 point; 90-94% = 2 points; 95 and above = 3 points

Cognitive: 112-119 = 1 point; 120-126 = 2 points; 127 and above = 3 points

9th Grade Honors and CCP classes

Math: 82% on an approved ODE achievement test, within 24 months

Reading: 80% on an approved ODE achievement test, within 24 months

Science: 80% on an approved ODE achievement test, within 24 months

Social Studies: 80% on an approved ODE achievement test, within 24 months

10th – 12th Grade Honors, AP and CCP classes

Students having taken prerequisite classes can continue with these courses.

Those counted as served in Honors, AP and CCP courses are identified gifted in reading, math, science, social studies and/or visual and/or performing arts per state guidelines. No Written Acceleration Plans (WEPs) are written unless a student is gifted in a certain area.

Written Education Plan

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) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents/guardians 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/guardians of gifted students and educators responsible for providing gifted education services, 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;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents/guardians;
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 service provided outside the general education classroom and
6. a date by which the WEP will be reviewed for possible revision.

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

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.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). 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. 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 and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

Annual Report and Accountability

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

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

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

LEGAL REFS:

ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REFS:

IKEB, Acceleration
JB, Equal Educational Opportunities

Adopted 01/24/2000
Revised 5/9/05
Revised 7/12/2012
Reviewed 8/23/2012
Revised 7/15/2013
Revised 6/26/2017