

GUIDELINES FOR THE IDENTIFICATION AND SERVICE OF CHILDREN WHO ARE GIFTED

APPROVED BY BOARD OF EDUCATION IN OCTOBER 2022



GREEN LOCAL SCHOOLS
200 SMITHIE DRIVE
SMITHVILLE, OHIO 44677

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 according to the Ohio Revised Code and district policy.

DISTRICT IDENTIFICATION PLAN

Green Local Schools 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, 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 as well as district Board Policy 2464. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

If you have questions, please call your building principal or Amanda Framstad at 330-669-3165.

→ **Superior Cognitive Ability:** high overall intelligence.

Assessments the district administers that provide for superior cognitive identification:

Cognitive Abilities Test (CogAT), Form 7

Gr. K, 3, 7-12 ID = 127, screen = 126; Gr. 1-2, 4-6 ID = 128, screen = 127

Naglieri Nonverbal Ability Test, 3rd Ed. (NNAT-3)

Gr. K-4, 6-8, 10 ID = 126, screen = 124; Gr. 5 ID = 125, screen = 123; Gr. 9, 11-12 ID = 127, screen = 125

InView Cognitive Abilities Assessment

Gr. 2-12 ID = 128, screen = 127

→ **Specific Academic Ability:** advanced ability in one or more specific subjects – reading, math, science, and/or social studies.

Assessments the district administers that provide for specific academic identification:

MAP Growth 2-5 and MAP Growth 6+

Gr. 2-10 Math & Reading ID = 95, screen = 94

Iowa Assessments, Forms E, F, G (Complete Battery)

Gr. K Math & Reading Gr. 1-12 Math, Reading, Science, Social Studies ID = 95, screen = 94

Iowa Assessments, Forms E, F, G (Core Battery)

Gr. 1-12 Math & Reading ID = 95, screen = 94

Stanford Achievement Test, 10th edition (SAT10) (Basic Battery)

Gr. K-12 Math & Reading ID = 95, screen = 94

Stanford Achievement Test, 10th edition (SAT10) (Complete Battery)

Gr. 3-12 Science & Social Studies ID = 95, screen = 94

Terra Nova Achievement Tests (Complete Battery)

Gr. K Math & Reading Gr. 1-12 Math, Reading, Science, Social Studies ID = 95, screen = 94

→ Creative Thinking:

Assessments the district administers that provide for creative thinking identification:

Creativity Component

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part II Creativity)

ID = 51, screen = 48

Intelligence Component

Cognitive Abilities Test (CogAT), Form 7

Gr. K-1 ID = 111, screen = 109; Gr. 2-12 ID = 112, screen = 110

Naglieri Nonverbal Ability Test, 3rd Ed. (NNAT-3)

Gr. K-4, 6-8, 10 ID = 110, screen = 108; Gr. 5 ID = 109, screen = 107; Gr. 9, 11-12 ID = 111, screen = 109

InView Cognitive Abilities Assessment

Gr. 2-12 ID = 112, screen = 111

→ Visual and Performing Arts: special talent in drawing, painting, sculpting, music, drama, or dance

Assessments the district administers that provide for visual / performing arts identification:

Checklist Component

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part VI, music; Part VII, drama; Part V, visual arts)

Music ID = 39, screen = 37; Drama ID = 57, screen = 54; Visual Arts ID = 61, screen = 59

Performance Component

Ohio Department of Education Rubric

Music ID = 18-21, screen = 14-17; Drama ID = 20 - 24, screen = 16 - 19; Visual Arts ID = 21 - 24, screen = 16 - 20; Dance ID = 26 - 30, screen = 20 - 25

IDENTIFICATION PROCESS

Green Local Schools provides at least two opportunities each year for assessment for the purposes of gifted identification. Some assessments are scheduled for a whole grade each year, including superior cognitive and creative thinking testing in 2nd and 5th grades; math and reading assessments given multiple times per year in 2nd through 8th grades using the MAP test; and reading, math, and science testing in 11th grade using the ACT. There is an annual referral period for superior cognitive testing during which parents, students, and staff may submit a referral for any student (other than 2nd and 5th graders) to be tested in the spring. Other assessments are administered individually upon referral. (See the district website's "Gifted" page for deadlines, dates, and required forms.)

Referral

Children may be referred in writing on an ongoing basis, based on: child request (self-referral); teacher recommendation; parent/guardian request; child referral of peer; and other (e.g., psychologist, community members, principal, gifted coordinator, etc.) Referrals should be submitted using the appropriate form, and permission for testing is required from the parent/guardian.

Upon receipt of completed referral and permission forms, the district will follow the process as outlined in this brochure and notify parents of results of screening or assessment and identification within 90 days.

Screening

Screening is considered to be the first gifted identification test administration as scheduled for a whole grade or in response to a referral. The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language.

Identification

When the screening assessment has been completed, if the data is from an approved test and the score meets cut-off requirements (specified as "ID" on pages 1-3 of this brochure), the identification decision is made, parents and teachers are notified, and the student's educational needs are determined. The resulting gifted identification remains in effect for the remainder of the student'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 (specified as “screen” on pages 1-3 of this brochure), the student may be re-assessed for possible identification.

Parent Notification

When a referral for screening or assessment is made for an individual student, parents will be notified of the results of screening or assessment and identification within 90 days from receipt of the referral and parental permission for assessment. When students are screened or assessed as part of a whole-grade testing procedure, parents will be notified of the results and identification within 30 days of receipt of those results.

Out of District Scores

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

Transfer

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents should contact the building principal.

Appeal Procedure

An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:

- the screening procedure or assessment instrument (which results in identification);
- the scheduling of children 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).

DISTRICT PLAN

The gifted program at Green Local Schools exists to provide appropriately challenging instruction for students who have been identified as gifted. Our district offers gifted differentiated instruction for 1st – 8th graders in math and reading cluster grouping at the elementary and middle schools. Gifted students are grouped together for daily instruction within the regular language arts and math classes. Enrichment may be provided by the Gifted Teacher during WIN times for grades 3rd – 7th.

High school gifted services are offered through honors classes in Geometry, Algebra II, and 9th - 11th grades English / Language Arts; in College Credit Plus courses on our campus and at Wayne College; and through the International Baccalaureate program at Wooster High School.

Gifted services in the form of subject or grade acceleration are provided to students who consistently perform well above their assigned grade levels. Early entrance to kindergarten and early graduation are additional options for specific situations. The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria. Beyond a gifted identification, students will be required to meet the usual pre-requisites prior to placement in these courses.

Mid-year Identifications

Throughout each school year standardized testing occurs that may result in gifted identifications. When new identifications are made mid-way through the school year, it may be determined that the disruption to the student's routine that would be required to provide gifted services would be impractical. In such situations the student's teacher would continue to provide challenging instruction for the student, and gifted services would commence at the beginning of the following school year if provided at that grade level.

Written Education Plans

Students identified and served according to the Ohio Department of Education through the gifted program are reported to parents and the state by a Written Education Plan. These plans will be created to describe and document services that have occurred during the school year. These documents are updated annually, and a signed copy is stored in each student's permanent file.

Notification of Service Not Provided

When students identified as gifted do not receive services for any area of identification, parents will be notified in writing of the reason.

Declining Services

If a student or a parent wishes to decline to participate in gifted services at the elementary or middle school levels, the request should be written by the parent and submitted to the building

administrator. The child will not be placed into instruction that is provided solely as a gifted service without parental permission unless the district is otherwise informed at a later date. When middle school and high school students neglect to select courses that provide gifted services, they are automatically considered to be declining gifted services for that school year even without providing the written statement.

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. If a child requests to withdraw, parents will be notified.

IDENTIFICATION PLAN and IDENTIFICATION AND SERVICE POLICY APPROVAL

District identification plans and identification and service policies must be approved by the local Board of Education, and then sent to the Ohio Department of Education annually for their review and for approval of the identification plan. District identification plans and identification and service policies will be made available to the public on the Green Local Schools “Gifted” web page.