

GUIDELINES for the
IDENTIFICATION AND SERVICE
of Children Who Are Gifted

APPROVED BY BOARD OF EDUCATION ON ~~October 24, 2019~~ **September 27, 2021**

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.

Ø 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

InView Cognitive Abilities Assessment

Gr. 2-12 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~~ Gr. K-4 ID = 126, screen = 124; Gr. 5-7 ID = 125, screen = 123; Gr. 8-10 ID = 126, screen = 124; Gr. 11-12 ID = 127, screen = 125

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

Gr. 3-12 ID = 95 %ile, screen = 94 %ile

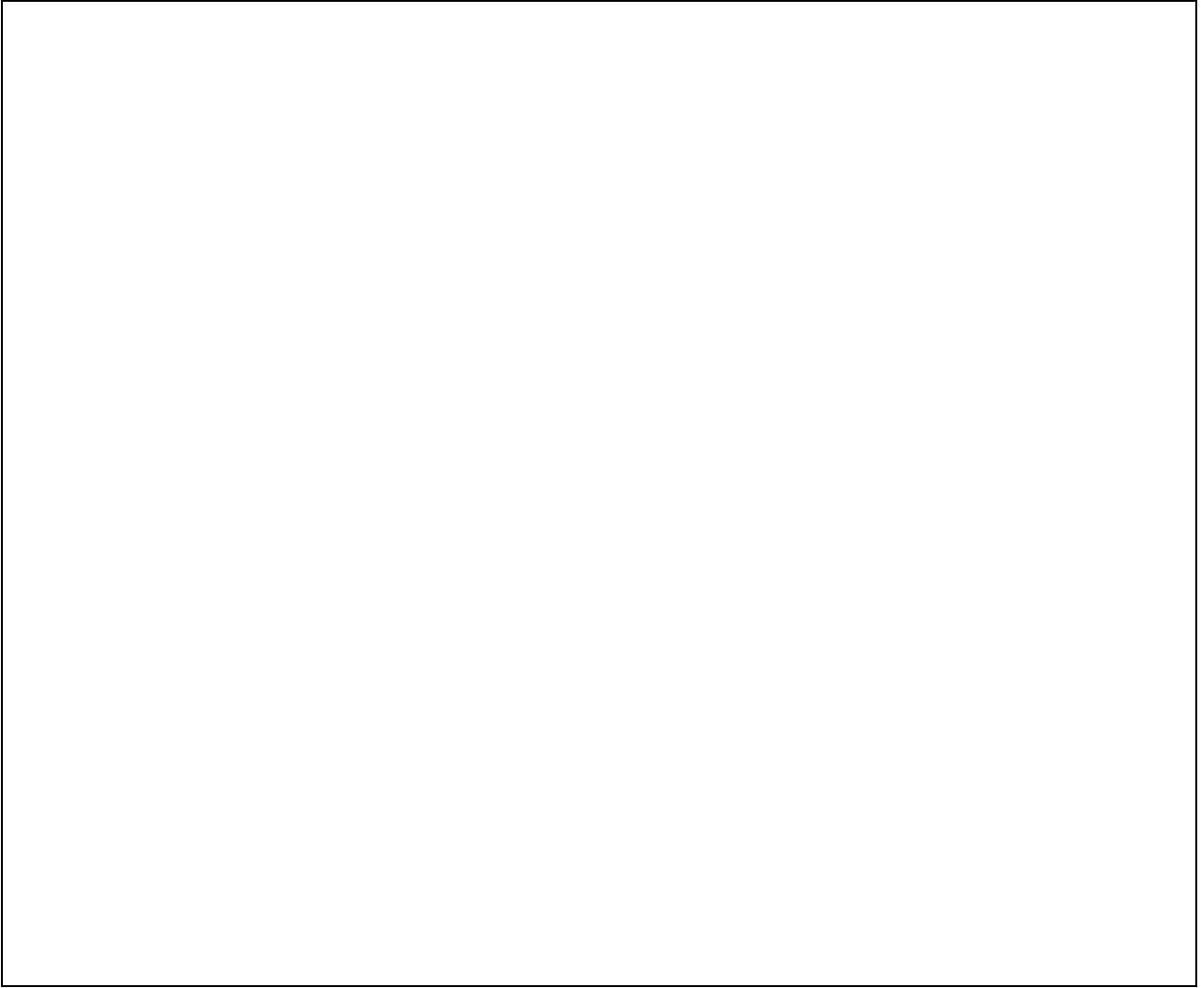
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Ø Specific Academic Ability

(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:



ACT

Gr. 9-12 Math, English, Reading, Writing, Science 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

MAP Growth 2-5 and MAP Growth 6+

Gr. 2-10 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 Math, Reading, 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



Ø Creative Thinking Ability

(unusual, original, and imaginative 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

InView Cognitive Abilities Assessment

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

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~~ Gr. K-4 ID = 110, screen = 108; Gr. 5-7 ID = 109, screen = 107; Gr. 8-10 ID = 110, screen = 108; Gr. 11-12 ID = 111, screen = 109

Ø 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 V, visual arts, Part VI, music; Part VII, drama)

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

Gifted and Talented Evaluation Scale, 2nd Ed. (GATES 2) (Dance only)

Gr. 9-12 ID = 111, screen = 90

Performance Component

Ohio Department of Education Rubric

Music ID = ~~18-21~~ **18**, screen = ~~14-17~~ **18**; Drama ID = ~~20-24~~ **20**, screen = ~~16-19~~ **16**; Visual Arts ID = ~~21-24~~, screen = ~~16-20~~; Dance ID = ~~26-30~~ **26**, 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 **both visual arts and** 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~~ **assessed** in the spring. Other assessments are administered individually upon referral. (See the district website's "Gifted" page for deadlines, dates, and required forms.)

Type of Assessment	Content Area(s)	Grade Level(s)
Whole-grade tests	Superior Cognitive	2, 5
	Creative Thinking	2, 5
	Math, Reading	2-8
	Math, Reading, Science	11
Individually-administered tests	Superior Cognitive, Math, Reading, Science, Social Studies, Creative Thinking, Visual & Performing Arts	K-12 upon referral
Audition, performance	Performing Arts	K-12 upon referral
Display of work	Visual Arts	K-12 upon referral
Exhibition	Visual & Performing Arts	K-12 upon referral

Checklists	Creative Thinking, Visual & Performing Arts	K-12 upon referral
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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.

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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~~ **district gifted program coordinator**.

Appeal Procedure

An appeal by the parent requests 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; and

- 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).

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DISTRICT SERVICE PLAN

The gifted program at Green Local Schools exists to provide appropriately challenging instruction for students who have been identified as gifted according to the procedure outlined in this brochure. Currently our district offers gifted services for 1st – 8th graders in math and reading, for 7th – 12th graders in visual arts, and for high school students in a variety of course options.

Using cluster grouping at the elementary and middle schools, gifted students are grouped together for daily instruction within the regular language arts and math classes by teachers who have received training in working with gifted students. Students gifted as superior cognitive or in reading are provided with gifted reading services, and students gifted as superior cognitive or in math are provided with gifted math services. Grade-level standards are the primary focus, but students may: move at a faster pace; encounter more depth, breadth, or complexity; or receive support to go beyond grade-level work when appropriate. Enrichment may be provided during WIN times and as middle school electives as well.

While the majority of the gifted program services are at the elementary and middle school levels, additional options exist for older students. Academic gifted services are offered through high school honors classes in geometry, algebra II, and 9th – 11th and 10th 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. In order to receive these services, students must select them when creating class schedules each year.

In addition to academic gifted services, students who are identified as gifted in visual arts are served in 7th through 12th grades. This service is provided by the trained arts educator teaching the class, who will provide some individualized instruction beyond the typical requirements to help the student develop artistically over the course of at least one semester.

Finally, gifted services in the form of subject or grade acceleration are occasionally 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.

Area of Identification	Grade Level	Service Setting*
Superior cognitive	1-8	gifted clusters in regular reading and math classes
Superior cognitive	9	Honors Geometry and Honors English 9
Superior cognitive	10	Honors Algebra II and Honors English 10
Superior cognitive	11	Honors English 11
Superior cognitive	9-12	College Credit Plus – course in area of giftedness
Superior cognitive	11-12	International Baccalaureate
Specific academic - math	1-8	gifted cluster in regular math class
Specific academic - reading	1-8	gifted cluster in regular reading class
Specific academic - math	9	Honors Geometry
Specific academic - reading	9	Honors English 9

Specific academic - math	10	Honors Algebra II
Specific academic - reading	10	Honors English 10
Specific academic – reading	11	Honors English 11
Specific academic – reading, math, science, social studies	9-12	College Credit Plus – course in area of giftedness
Specific academic – reading, math, science, social studies	11-12	International Baccalaureate
Visual arts	7-12	one or more semesters of differentiated art instruction in regular art class

**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.

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Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education as served within the gifted program, a Written Education Plan 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 district gifted program coordinator**. 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 the gifted program or services, the request should be written by the parent or child and submitted ~~to the building administrator~~ **to the district gifted program coordinator**. If a child requests to withdraw, parents will be notified.

DESIGNATED PROVIDERS OF GIFTED SERVICES

(Paraphrased from Ohio Dept. of Education's "The Gifted Education Professional Development Resource Guide")

Classroom teachers who provide services to gifted students are referred to as "designated providers of gifted services" or "designated service providers." The Ohio Administrative Code requires these teachers to receive specialized training in gifted education and on-going support as they meet the educational and socio-emotional needs of their gifted students. Designated service providers who do not have licensure or endorsement in gifted education must complete professional development in gifted

education from qualifying providers that addresses specific competencies and meets clock hour requirements.

Gifted Education Competencies

Qualifying professional development in gifted education must relate to the following competencies:

- a) The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth challenge, creativity and abstractness;
- b) The ability to select, adapt or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
- c) The ability to provide an extension or replacement of the general education curriculum to modify the learning process through strategies such as curriculum compacting and to select alternative assignments and projects based on individual student needs;
- d) The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
- e) The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
- f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;
- g) The ability to select, use and interpret technically sound formal and informal assessments for the purpose of academic decision-making; and
- h) The ability to participate in the development of the Written Education Plan.

Criteria for Providers of Gifted Professional Development

Gifted education professional development must be from one of the following providers:
a) an educator who holds licensure or endorsement in gifted education; b) an educator who holds a graduate degree in gifted education; or c) a state or national presenter in gifted education.

Clock Hour Requirements (“Phase 1”)

Designated providers of gifted services in cluster grouping and honors class settings are required to have a minimum of 15 gifted education professional development clock hours during each year for four years. During that time clock hours earned in excess of the minimum will count toward the requirement for subsequent years.

Exceptions to this rule include: a) educators with licensure or endorsement in gifted education, who are required to receive an unspecified number of hours of ongoing professional development related to gifted education; b) certified teachers in Advanced Placement or International Baccalaureate courses, who have reduced clock hour requirements for gifted professional development; and c) College Credit Plus and visual and performing arts instructors, who are exempt from gifted professional development requirements.

Upon satisfying these state-determined clock hour requirements, designated service providers will enter “Phase 2,” during which additional annual clock hours are determined by the school district.

On-going Implementation Requirements (“Phase 2”)

Designated providers of gifted services who have reached this stage are expected to regularly apply their knowledge about teaching gifted students as outlined in the eight gifted education competencies. In order to provide on-going support for these efforts, the district gifted program coordinator will meet with designated service providers once each quarter during the school day to discuss the teachers’ implementation of their skills in the gifted education competencies (e.g. Incorporating a differentiation strategy in a lesson, analyzing data from an assessment to compact instructional material, or using their understanding of gifted characteristics to address social-emotional needs) and their prepared reflections on those implementations. In addition, once each school year the gifted coordinator will visit each designated provider’s classroom during a differentiated lesson and meet for a follow-up discussion during the school day. College Credit Plus instructors will be exempt from this requirement.

On-going Clock Hour Requirements (“Phase 2”)

With the exception of College Credit Plus instructors, designated providers of gifted services will have an on-going annual requirement of five hours of gifted professional development, which must meet all criteria and competencies set forth in the Ohio Administrative Code. Completion of the “On-going Implementation Requirements” (as described in the previous section) will satisfy this time requirement, with one hour of professional development credited for each quarterly implementation / meeting and for the demonstration lesson / follow-up discussion. Clock hours of professional

development in excess of the minimum requirement may not count toward the requirement in subsequent years.

IDENTIFICATION PLAN and SERVICE GUIDELINES APPROVAL

District ~~identification plans and~~ identification and service guidelines 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. **These District Identification and Service Guidelines** ~~District identification plans and identification and service policies~~ will be made available to the public on the Green Local Schools “Gifted” web page.

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