



# Meigs Local Schools

WHERE EXCELLENCE BEGINS...

## DISTRICT PLAN & PARENT GUIDE FOR THE IDENTIFICATION OF AND SERVICES FOR CHILDREN WHO ARE GIFTED



Meigs Local School District,

Gifted Services,

Ms. Sarah Lee, Coordinator

41765 Pomeroy Pike, Pomeroy, Ohio 45769 \* Phone: 740-742-2666 ext. 4005 \* Fax: 740-742-2825

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## 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.

## MEIGS LOCAL SCHOOL DISTRICT BOARD POLICY

The Board of Education believes that all children are entitled to education commensurate with their particular needs. Children who are gifted in the District must be provided opportunities to progress as their abilities permit. The Board also believes that these children require differentiated services in order to realize their potential contribution to themselves and society.

Annually, children who are gifted are identified by professional qualified persons using a variety of approved assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program. The Board ensures that there will be equal opportunity for all children identified to receive any or all appropriate services offered by the District.

The Board directs the Superintendent or his/her designee to develop an identification plan and follow the identification eligibility as prescribed in R. C. 3324.03 and the Ohio Rule for the Identification and Services for Children Who Are Gifted.

The District shall identify children of the District, in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

- A. Superior Cognitive Ability
- B. Specific Academic Ability in One (1) 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
- D. Visual or Performing Arts Ability such as visual arts, music, dance, drama/theatre.

*Note: please refer to Ohio Revised Code 3324.03 for specific requirements for each area (copy included with this plan pp. 19-21).*

The District shall use only those instruments approved by the Ohio Department of Education for screening, assessment, and identification of children who are gifted as provided in the Assessment Instruments for the Identification of Children Who Are Gifted

The District shall accept scores on assessment instruments approved for use by the Ohio Department of Education provided by other school Districts and appropriately trained personnel outside the school District. *R.C. 3301.07(K), 3324.01 – 3324.07, 3315.09, 3317.024(O)*

## REFERRALS

The District ensures that there are ample and appropriate scheduling procedures for assessment and re-testing using:

- group ability/achievement tests,
- individual ability/achievement tests,
- audition, performance,
- display of work; and
- checklists.

Children may be referred on an ongoing basis; based on the following:

- self-referral (student request),
- teacher recommendation,
- parent/guardian request,
- student referral of peer,
- others familiar with a student's potential or performance (e.g., psychologist, guidance counselor, principal, gifted coordinator, community member); and
- performance on district-wide standardized tests of ability and achievement.

Referrals are available in all buildings (main office/guidance office) and on the District web site. Upon receipt of a referral, the District will:

- secure permission from the parent and/or guardian for testing,
- schedule the student for assessment; and
- provide for at least two opportunities a year for assessment in the case of student requested assessment or recommended for assessment by teachers, parents, or other students.

After assessment for screening/identification:

- notify parent and/or guardian about the results of any screening or assessment instrument within 30 days; and
- notify the parent and/or guardian about the appeal procedure.

## SCREENING AND IDENTIFICATION

The Meigs Local School District uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the area of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

### STAGE I: PRE-ASSESSMENT

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, group test scores, portfolios, observations, review of student records, and outstanding products or performances. All students are included in the pre-assessment process. By using the pre-assessment process, the District ensures equal access to screening and further assessment by all District students, including culturally diverse, those from low socioeconomic backgrounds, those with disabilities and those for whom English is a second language.

## STAGE II: SCREENING

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. District determined cut-off scores that move students from the screening stage to the assessment stage are lower than the scores necessary for identification. This approach, we believe, helps to ensure that no potentially gifted student goes unidentified. This process aims to *include*, rather than *exclude*, students in the screening pool for identification. District determined cut-off scores are noted next to each test that is used for screening. The District cut-off score is lower than the state identification score. Parents must be notified within 30 days of receipt of the results of the screening. Assessment and reassessment is an ongoing process in the Meigs Local School District. Whole-grade screening for superior cognitive identification is done in second grade using the Naglieri Nonverbal Abilities Test, 2<sup>nd</sup> edition (NNAT2) and in fourth grade using the Raven's Progress Matrices. Whole-grade screening for specific academic identification using the Iowa Form E online [core battery] will be completed in second and fourth grades. All referrals received from the pre-assessment stage for potential identification in creativity and/or visual/performing arts are automatically considered using the appropriate instruments/exhibits.



### STAGE III: IDENTIFICATION

Students who meet the state criteria for identification (per ORC 3324.03 see Appendix) are identified at the end of the screening process.



### STAGE III: ADDITIONAL ASSESSMENTS

When the results fall below the state criteria for identification but at or above the District score, the student moves to the next stage of the identification process, which is called assessment (second testing).



#### Identification

The student is identified if s/he meets the state criteria for identification. Parents are notified within 30 days of receipt of the additional assessment results.



#### Does Not Qualify

The student is not identified if s/he fails to meet the state criteria for identification. Parents are notified within 30 days of receipt of the additional assessment results.

Assessment is administered by a licensed or certified school psychologist or licensed psychologist. The Meigs Local School District may contract with any qualified public or private service provider to provide the assessment services.

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 and services are determined.

The Meigs Local School District accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or appropriately trained personnel outside the school District.

## SPECIAL POPULATIONS

The Meigs Local School District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English Language Learners (ELL) students, economically disadvantaged students, homeless students, disabled students, students with physical or sensory disabilities and any other student who may have special circumstances will not be excluded from potential gifted identification in any manner.

Assessment instruments and conditions shall be used that are appropriate for each student. For example, an ELL student may be assessed using a nonverbal assessment instrument. If necessary, translators shall be secured for students who need that accommodation. Only tests that are valid for special populations shall be used for students from diverse backgrounds. All tests used must be on the current *Chart of Approved Gifted Identification/Screening Instruments (Ohio Department of Education)*.

## RETESTING

The Meigs Local School District aims in its identification process to not exclude students from identification. Occasionally, another assessment instrument is used when the results from the second testing are still inconclusive. All parents, at any time, may have an outside trained examiner test a child using instruments approved by the State of Ohio, at the parents' expense.

Children who have requested assessment or who have been recommended for assessment by teachers, parents, or other children are provided at least two opportunities a year for assessment. Once a student has been identified, that identification is permanent. An identified student will only be re-tested using an individual assessment in order to determine eligibility for services. Per parent request, a student who has been individually tested who meets the re-assessment criteria (FS 125) will be re-assessed.

To discuss retesting, please contact the Gifted Services Coordinator at (740) 742-2666 ext. 4005.

## APPEAL PROCEDURE

An appeal by the parent and/or guardian 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 a student for assessment
- The placement of a student for services
- Receipt of services

Parents should submit a letter to the Gifted Services Coordinator, Meigs Local School District, 41765 Pomeroy Pike Pomeroy, Ohio 45769, outlining the nature of the concern. The Gifted Services Coordinator will convene a meeting with the parent, which may include other school personnel. A written final decision will be issued within 30 days of the appeal and include the reasons for that decision.

## TRANSFER STUDENTS

Any student transferring into the District will be assessed within 90 days of the transfer at the request of the parent. This request can be made in writing to either the building principal or gifted services coordinator. The Gifted Services Department shall send the parent and/or guardian a referral form as well as permission to test paperwork.

Parents and/or guardians of transfer students who are assessed will receive results within 30 days of receipt of assessment results.

If a student was previously identified in Ohio or another state, parents and/or guardians need to contact the Gifted Services Department. Once a student has been identified in Ohio, there is no need to re-identify a student. Parents and/or guardians are encouraged to share past Written Education Plans and other pertinent records with Gifted Services. The Meigs Local School District accepts outside testing data that follows Ohio revised code 3324.01-.07.

Parents and/or guardians who have any questions about the transferring of a student to the Meigs Local School District should call the Gifted Coordinator at (740) 742-2666 ext. 4005.

## ASSESSMENT INSTRUMENTS USED BY THE MEIGS LOCAL SCHOOL DISTRICT FOR GIFTED IDENTIFICATION

The Meigs Local School District only uses assessment instruments (tests) for screening and identification approved by the Ohio Department of Education. To ensure that the test results accurately reflect each student's aptitude or achievement level, tests have also been included that will allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities, and students for whom English is a second language. Where necessary, tests are administered in a student's native language, if interpreters are available. Students who have been identified as English Language Learners will be given a nonverbal assessment.

The following tests are used in this District for screening and identification. Our District also acknowledges the *standard error of measurement (SEM)* on these tests in generating eligibility scores. Initial identification must be based on an identification instrument result no older than 24 months.

Please refer to specific information from Ohio Revised Code 3324.01-.07 which is included on pages 19-22 of this pamphlet.

### SUPERIOR COGNITIVE ABILITY

Within the preceding 24 months, the child has:

- a) scored 2 standard deviations above the mean (minus the standard error of measurement), on either an approved individual standardized intelligence test administered by a licensed psychologist or on an approved standardized group intelligence test,
- b) performed at or above the 95<sup>th</sup> percentile on the composite battery of an approved, nationally normed achievement test or,
- c) attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

#### INSTRUMENTS USED:

#### Intelligence Tests for Superior Cognitive Ability Identification

INSTRUMENT	IDENTIFICATION CRITERIA
Naglieri Nonverbal Ability Test – Group Administration (NNAT2)	127 (SEM = 3.0)
Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) Full Scale IQ	127 (SEM = 3.0)
Stanford-Binet Intelligence Scale – Fifth Edition (SB-V)	127 (SEM = 3.0)
Raven's Progressive Matrices (Standard and Advanced Form)	125 (SEM = 3.0)
Iowa Assessments, Form E, Complete Battery	95 <sup>th</sup> percentile

## SPECIFIC ACADEMIC ABILITY

Within the preceding 24 months, the child has:

- a) performed at or above the 95<sup>th</sup> percentile at the national level on an approved individual standardized achievement test of specific academic ability in that field (mathematics, science, reading, writing or a combination of both, or social studies),
- b) performed at or above the 95<sup>th</sup> percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.

### INSTRUMENTS USED:

Individual Achievement Test		
INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA
Wechsler Individual Achievement Test (WIAT) – 3 <sup>rd</sup> edition	90%	95%
Woodcock-Johnson IV – Tests of Achievement (WJ-IV)	95%	
Group Achievement Test		
INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA
Iowa Assessments, Form E, Complete Battery	90% NPR	95% NPR
STAR Enterprise (Reading & Math)	90% NPR	

## VISUAL OR PERFORMING ARTS ABILITY

A child shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the child has done both of the following:

- a) Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
- b) Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area. These areas are drawing, painting, sculpting, music, dance and drama.

*Note: The Ohio Department of Education’s Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts shall be used during the identification process in this category. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the particular arts area(s).*



## INSTRUMENTS USED:

Visual Arts Ability (examples: drawing, painting, sculpting)		
INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA
Scales for Rating the Behavior Characteristics of Superior Students – SRBCSS) (3 <sup>rd</sup> edition)	59-60 (Part V)	61+ (Part V)
Display of Work (Visual Art) (Ohio Department of Education Rubric)	48-50	51
Drama/Theatre Identification		
INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (3 <sup>rd</sup> edition)	54-56 (PART VII)	57+ (PART VII)
Display of Work (Performance)(Ohio Department of Education Rubric)	16-19	20-24
Music Identification		
INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (3 <sup>rd</sup> edition)	37-38 (PART VI)	39+ (PART VI)
Display of Work (Performance)(Ohio Department of Education Rubric)	14-17	18-21
Dance Identification		
INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA
Display of Work (Performance)(Ohio Department of Education Rubric)	20-25	26-30

## CREATIVE THINKING ABILITY

A child shall be identified as exhibiting “creative thinking ability” superior to children of a similar age, if within the previous twenty-four months, the child 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 department of education, on an approved individual or group test of creative ability; or
- Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

*Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.*

INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION CRITERIA
Scales for Rating the Behavior Characteristics of Superior Students – SRBCSS) (2004 version) Creativity (Part II)	48-50 (Part II)	51+ (Part II)
<b>COGNITIVE ABILITY REQUIREMENT CRITERIA</b>		
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)	112	
Naglieri Nonverbal Ability Test- 2 <sup>nd</sup> edition (NNAT2) – Group administration	109	
Raven’s Progressive Matrices (Standards and Advanced Forms)	125	

## SERVICE PLAN

The District ensures equal opportunity for all students identified as gifted to receive services offered by the District. Service placement criteria shall be consistently applied as specified in the screening and identification criteria. The same services will be consistently offered at each grade level and all buildings at those grade levels to all qualifying children. The criteria used may not discriminate on the basis of race, gender, ethnicity, disability status, first language or socio-economic status. Placement for District services shall match the service criteria used in determining eligibility. The Meigs Local School District acknowledges that gifted students have diverse needs and aims to offer a continuum of services as appropriate for students.

All gifted services in the Meigs Local School District shall be delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code. Districts are required to identify gifted students. However, school districts are not required to provide gifted education services. Currently, the state provides school districts with partial funding for identifying gifted students and employing or contracting gifted education staff. The Meigs Local School District strives to offer a continuum of services to serve the diverse needs of gifted students within the available resources. Services in the Meigs Local School District shall be consistent, based on individual ability scores.

## PARTICIPATION/ADJUSTING OR WITHDRAWING FROM SERVICES

Although a child is identified as gifted, the decision to participate in any gifted service option always remains with the parent and/or guardian. Once a child has been identified, notification for services is sent to the parent and/or guardian. If a parent and/or guardian wishes to decline services for their child(ren), s/he should contact the Gifted Services office at (740) 742-2666 ext. 4005.

If at any time a parent wishes to withdraw his or her child(ren) from gifted services, the request should be made in writing to the Gifted Services Coordinator.

## WRITTEN EDUCATION PLANS

A gifted service is a service that conforms to the *Operating Standards*. Students who are served must have Written Education Plans (WEP). They are also reported to the Educational Management Information System (EMIS) as receiving gifted services. The WEP documents adjustments made to the curriculum in his/her area(s) of identification. Ohio's Academic Content Standards (and Ohio Core) recognize that students develop at different rates and clearly state that if they can exceed grade level indicators, they must be afforded the opportunity to do so. This gives teachers the flexibility to modify or differentiate instruction for students in which the

- level is advanced to ensure challenge,
- pace is adjusted to accommodate faster learning rates,
- complexity requires students to analyze or integrate several ideas, and
- depth encourages students to explore a topic in more thoughtful detail.

WEP progress is shared with parents periodically during the school year, typically at conferences. It is important to note that the WEP is not an IEP (Individualized Education Plan) and does not follow procedures as outlined in federal law for special education.

The Gifted Services Department aims to provide as many enrichment opportunities as possible to students. The Meigs Local School District strives to support the diverse needs of gifted and talented students via a continuum of opportunities both in and out of the classroom as resources permit.

### Homework Waiver Procedures:

In the event a student is out of the regular classroom for an enrichment opportunity, the student shall only be responsible for major concepts and tests missed in the classroom. The Gifted Services Department shall work cooperatively regarding communication about assignments and/or tests to insure student success in both the classroom and participation in enrichment services.

## A CONTINUUM OF SETTINGS AND SERVICES

Kindergarten - 1 <sup>st</sup> Grade	<ul style="list-style-type: none"> <li>• Early entrance to Kindergarten/1<sup>st</sup> grade if appropriate (Written Acceleration Plans for those who qualify)</li> <li>• Targeted instruction in the general education setting (if high-quality professional development in gifted education is completed by teacher then these students will have WEP's)</li> </ul>
Grades 2-5:	<ul style="list-style-type: none"> <li>• Self-contained classrooms for single subject instruction with students identified superior cognitive and/or specific academic in the subject area taught; Gifted Intervention Specialist is the teacher of record; these students will have Written Education Plans (WEP's)</li> <li>• Targeted instruction in the general education setting (if high-quality professional development in gifted education is completed by teacher then these students will have WEP's)</li> </ul>
Grades 6-8:	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade Self-contained classroom for science instruction with students identified superior cognitive, creative thinking and/or specific academic in science; Gifted Intervention Specialist is the teacher of record; these students will have Written Education Plans (WEP's)</li> <li>• Subject Acceleration Algebra 1 acceleration for 8<sup>th</sup> grade students meeting district - specified criteria</li> <li>• Targeted instruction in the general education setting (if high-quality professional development in gifted education is completed by teacher then these students will have WEP's)</li> </ul>
Grades 9-12	<ul style="list-style-type: none"> <li>• Honors/AP/Advanced courses</li> <li>• Dual enrollment opportunities</li> <li>• Targeted instruction in the general education setting (if high-quality professional development in gifted education is completed by teacher then these students will have WEP's)</li> </ul>

## ACCELERATION

Sometimes a student may need more than what is currently offered in the classroom. If this is the case, typically the parent and/or teachers confer, and then a referral requesting an acceleration conference is completed by District personnel. Parents may always call the Gifted Coordinator to discuss acceleration issues.

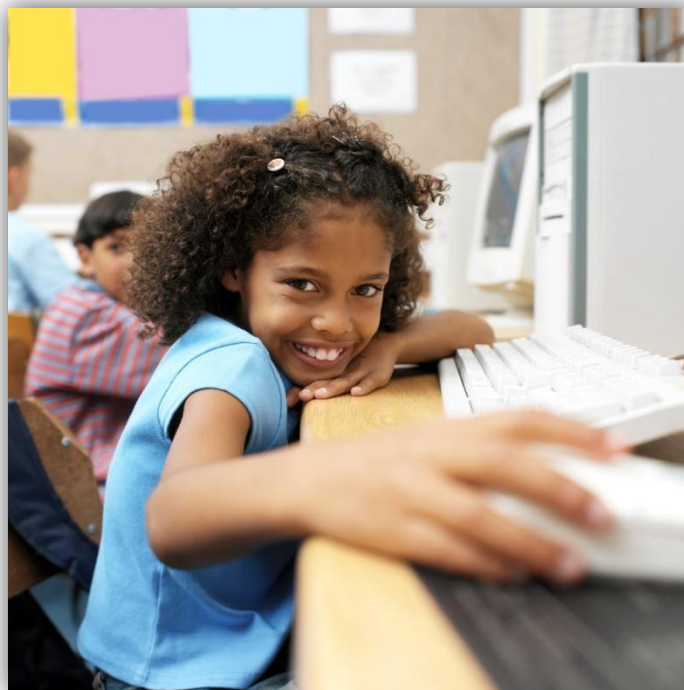
Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis. The *Iowa Acceleration Scale (3rd ed.)* is used as a tool to guide acceleration teams on appropriate placement. The Meigs Local School District adopted the *State Model Policy for Acceleration* in 2013.

The need for whole-grade acceleration is rare. The Meigs Local School District may have had one or two successful whole-grade accelerations in the last ten years. Over the recent years, successful Early Entrance to Kindergarten candidates range from none to as many as two in a given year.

Subject acceleration is typically needed in math more than the other subjects. The Meigs Local School District typically has some students at most grade levels who are subject accelerated. For students needing subject acceleration which requires a placement in another building, transportation shall be provided from the student's home school to the school in which service is being delivered. For example, a 5th grade student at the elementary school may need to take a math class at the middle school building. Transportation would be provided to the other building and back to the home elementary school in order for that student to receive services.

Who might need acceleration?

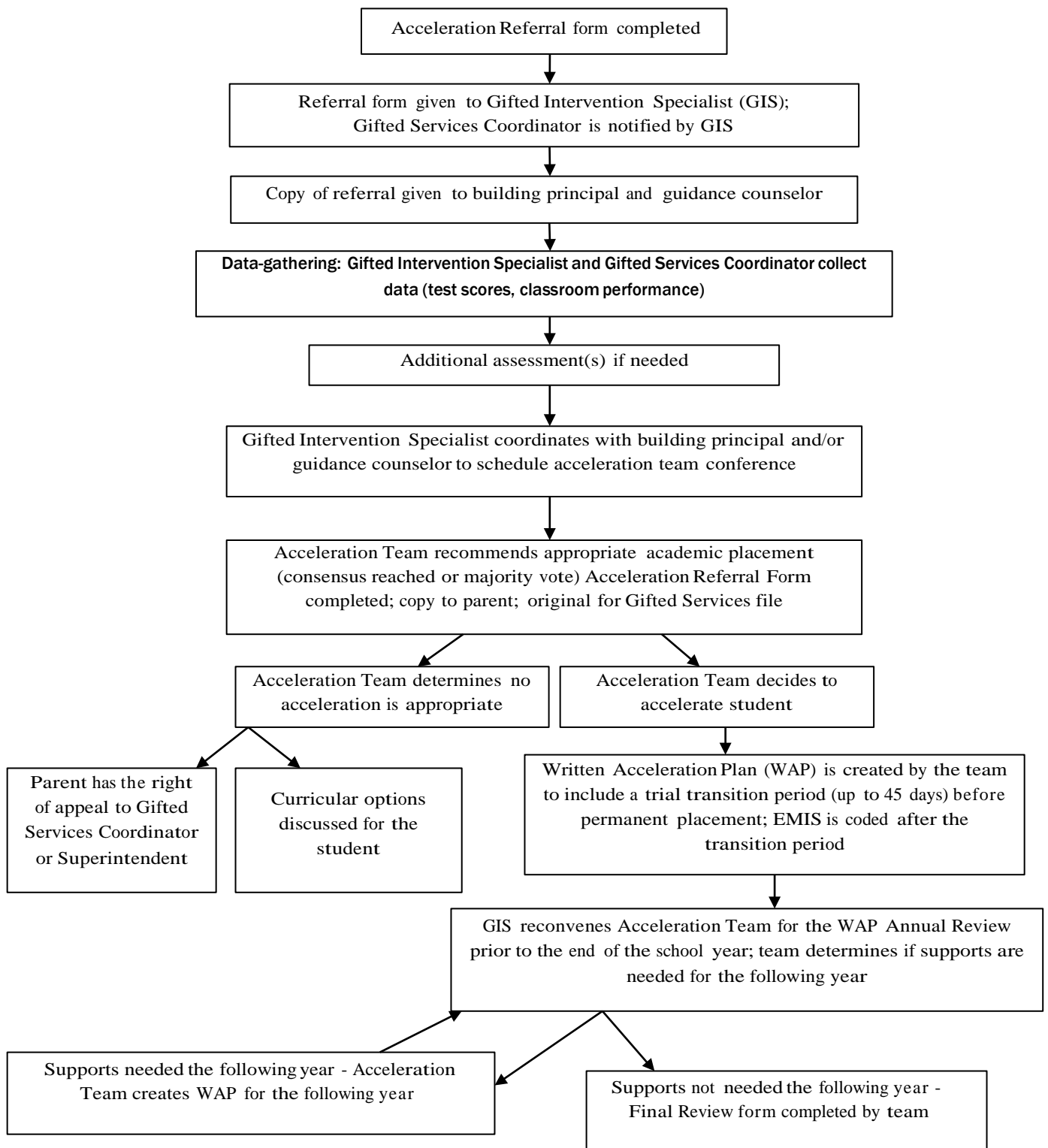
- A child with high cognitive ability. The higher the IQ, the greater the need to adjust the curriculum. For example, a student who has an IQ of 145 may need an enriched curriculum, intensive curriculum modifications or even whole-grade acceleration.
- A child in Kindergarten who already has mastered the curriculum.
- A student strong in math (or another subject) who typically finishes work quickly and consistently performs at the top of his/her class.
- A third grade student who always finishes work early and the teacher can no longer modify the curriculum without simply using concepts from the next grade level.
- A student strong in reading who typically reads books well above grade level and who quickly reads class material. The student finishes class reading well before other students and possesses strong comprehension skills.



All acceleration requests for the beginning of the school year are due **April 1**; requests for the beginning of second trimester are due **October 15**

# Acceleration Process

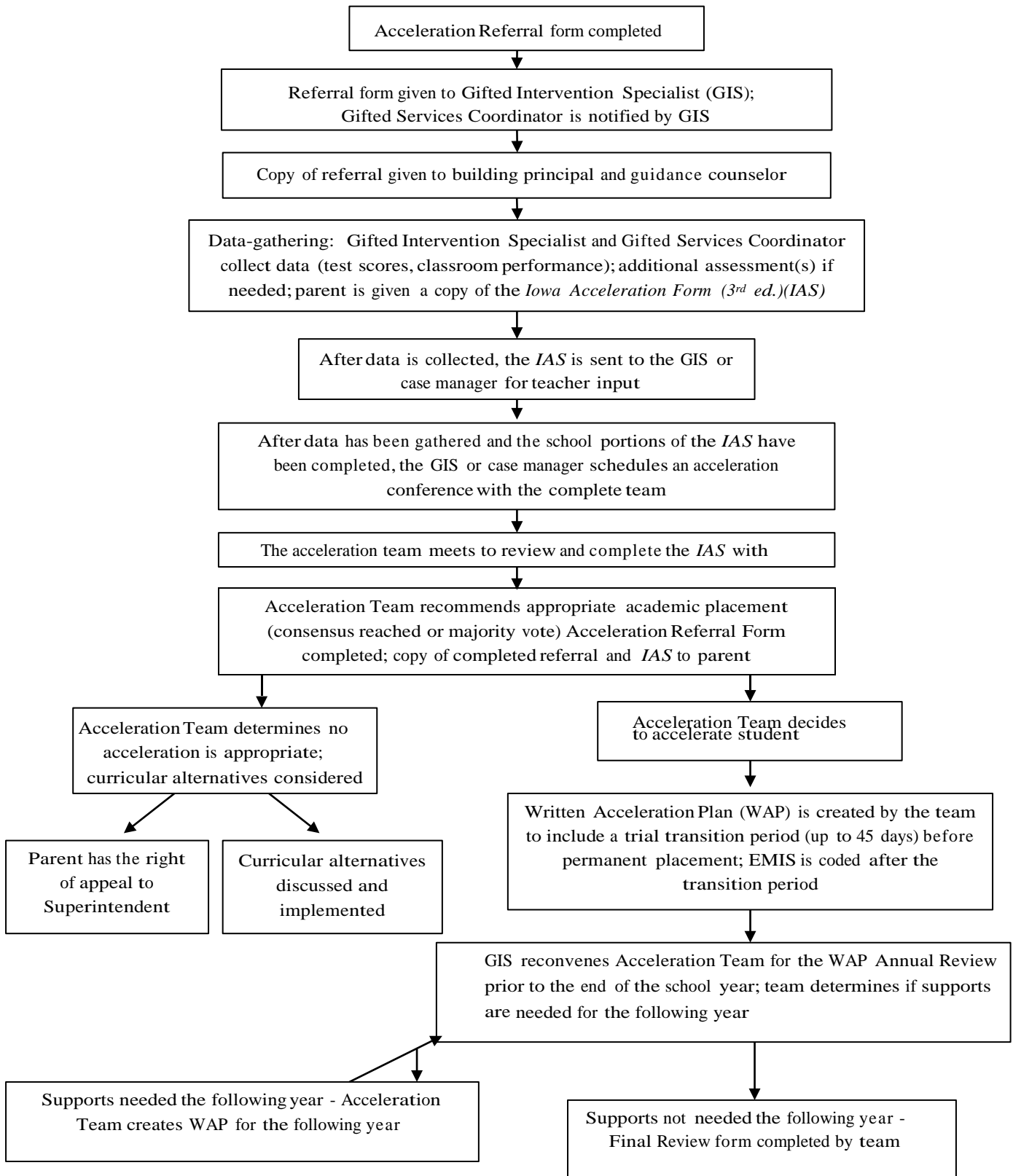
(Subject Acceleration)



All acceleration requests for the beginning of the school year are due **April 1**; requests for the beginning of second semester are due **October 15**

# Acceleration Process

(Whole-Grade Acceleration)



## EARLY ENTRANCE

The practice of admitting a student to kindergarten or first grade who has not yet reached the typical age at which students are admitted to kindergarten or first grade for the purpose of providing access to appropriately challenging learning opportunities is referred to as early entrance.

A parent may request early entrance to kindergarten if the child turns five years of age after the district's kindergarten entrance date (Sept. 30<sup>th</sup>) and before January 1<sup>st</sup>. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child.

Any parent who is interested in having his or her child considered for Early Entrance should contact the Gifted Coordinator for a separate brochure, *Early Entrance to Kindergarten/1<sup>st</sup> Grade* which includes an application. The brochure is also posted on the Meigs Local School District web site. All applications for Early Entrance evaluation are due by May 31<sup>st</sup>. Early Entrance evaluation is completed in the late winter/early spring concurrently with kindergarten enrollment.

### INSTRUMENTS USED:

Assessment Instruments	
Stanford-Binet Intelligence Scales - Fifth Edition <sup>4</sup>	Woodcock-Johnson IV- Tests of Achievement (WJ-IV)
<i>The Iowa Acceleration Scale (IAS) (3<sup>rd</sup> ed.) is used as the guide for determining whether or not early entrance is appropriate. <sup>5</sup></i>	

The *Ohio Department of Education* has on its web site a checklist for kindergarten readiness. When looking at whether early entrance is appropriate for a child, the same readiness guidelines should be considered.

Because developmental readiness is important for success in kindergarten, students are also given the *Gesell* developmental screening test. Students who are viable candidates for Early Entrance to Kindergarten are expected to be developmentally "on track" with the typical kindergarten student. Should a student meet the identification criteria for Superior Cognitive identification but fail to meet the developmental readiness assessment, the acceleration team (principal, kindergarten teacher, gifted services specialist, parent and/or legal guardian(s), guidance counselor, and school psychologist) will then discuss and reach consensus as to what placement is best for the child.

<sup>4</sup> For example, a student who scores a 127 qualifies as SC when a SEM of 3.0 is added ( $127 + 3 = 130$ . 130 is two standard deviations above the mean).

<sup>5</sup> According to the *Iowa Acceleration Scale*, a student who meets the Critical Item (Section III) of one standard deviation above the mean (115) is a viable candidate for acceleration. All students may move on in the process for consideration, but whole-grade acceleration is not recommended if a critical item is checked.



## IDENTIFICATION OF CHILDREN WHO ARE GIFTED

### DEFINITION AND CRITERIA

#### EXCERPTED FROM OHIO REVISED CODE 3324.01-.07

#### DEFINITIONS

##### Ohio Revised Code Section 3324.01

(B) "Gifted" means students who perform or show potential for performing at remarkable 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 Revised Code.

(C) "School district" does not include a joint vocational school district.

(D) "Specific academic ability field" means one or more of the following areas of instruction:

- \* Mathematics
- \* Science
- \* Reading, writing, or a combination of these skills
- \* Social studies

#### IDENTIFICATION PLAN

##### Ohio Revised Code Section 3324.04

The Board of Education of each school district shall adopt a plan by January 1, 2000, for identifying gifted students. The plan shall be submitted to the Department of Education for approval. The Department shall approve the plan within 60 days if it contains all of the following:

(A) A description of the assessment instruments from the list adopted by the Department that the district will use to screen and identify gifted students;

(B) Acceptable scheduling procedures for screening and for administering assessment instruments for identifying gifted students. These procedures shall provide

- \* At least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students;
- \* Assurance of inclusion in screening and assessment procedures for minority and disadvantaged students, children with disabilities, and students for whom English is a second language;
- \* Assurance that any student transferring into the district will be assessed within 90 days of the transfer at the request of a parent.

(C) Procedures for notification of parents within 30 days about the results of any screening procedure or assessment instrument and the provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program for receipt of services.

(D) A commitment that the district will accept scores on assessment instruments provided by other school districts or trained personnel outside the school district, provided the assessment instruments are on the list approved by the Department of Education under Section 3324.02 of the Revised Code.

## IDENTIFICATION CRITERIA

### Ohio Revised Code Section 3324.03

The Board of Education of each school district shall identify gifted students in grades kindergarten through 12 as follows:

(A) 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;
- \* Accomplished any one of the following:
  - \* 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 95th 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.

(B) 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 95th 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.

(C) 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 Department of Education, on an approved individual or group test of creative ability;
- \* Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of creative behaviors.

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

## SCREENING AND IDENTIFICATION

### Ohio Revised Code Section 3324.06

The Board of Education of each school district shall adopt a statement of its policy for the screening and identification of gifted students and shall distribute the policy statement to parents. The policy statement shall specify

(A) The criteria and methods the district uses to screen students and to select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas specified in Section 3324.03 of the Revised Code.

(B) The sources of assessment data the district uses to select students for further testing and an explanation for parents of the multiple assessment instrument required to identify gifted students under Section 3324.03 of the Revised Code;

(C) An explanation for parents of the methods the district uses to ensure equal access to screening and further assessment by all district students, including minority or disadvantaged students, children with disabilities, and students for whom English is a second language;

(D) Provisions to ensure equal opportunity for all district students identified as gifted to receive any services offered by the district;

(E) Provisions for students to withdraw from gifted programs or services, for reassessment of students, and for assessment of students transferring into the district;

(F) Methods for resolving disagreements between parents and the district concerning identification and placement decisions.

### **APPEALS PROCEDURE**

Ohio Revised Code Section 3324.03

(C) 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.

To appeal, contact your local building principal.

### **SERVICE PLAN**

Ohio Revised Code Section 3324.07

(A) The board of education of each school district shall develop a plan for the service of gifted students enrolled in the district that are identified under Section 3324.03 of the Revised Code. Services specified in the plan developed by each board may include such options as the following:

- \* A differentiated curriculum;
- \* Cluster grouping;
- \* Mentorships;
- \* Accelerated course work;
- \* The college credit plus program under Chapter 3365. of the Revised Code;
- \* Advanced placement;
- \* Honors classes;
- \* Magnet schools;
- \* Self-contained classrooms;
- \* Independent study;
- \* Other options identified in rules adopted by the Department of Education.

**(B) Each board shall file the plan developed under Division (A) of this section with the Department of Education by December 15, 2000. The Department shall review and analyze each plan to determine if it is adequate and to make funding estimates.**

**(C) Unless otherwise required by law, rule, or as a condition for receipt of funds, school boards may implement the plans developed under Division (A) of this section, but shall not be required to do so until further action by the General Assembly or the State Superintendent of Public Instruction.**

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25 S. FRONT STREET MAIL STOP 202  
COLUMBUS, OHIO 43215-4183**

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