

Eastwood Local School District

HANDBOOK FOR THE IDENTIFICATION OF AND SERVICES FOR CHILDREN WHO ARE GIFTED



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Gifted Services
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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.

EASTWOOD LOCAL SCHOOL DISTRICT BOARD POLICY

The Eastwood 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 children who are gifted as an integral part of the total kindergarten through 12 program. The Board ensures that there will be equal opportunity for all children identified to receive any and all appropriate services offered by the District.

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 drawing, painting, sculpting, music, dance, drama.

Note: Please refer to Ohio Revised Code 3324.03 for specific requirements for each area (excerpted copy included with this handbook on page 14).

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.

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).

Referral forms are available in all the main buildings (main 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 students requesting assessment or recommended for assessment by teachers, parents, or other students.

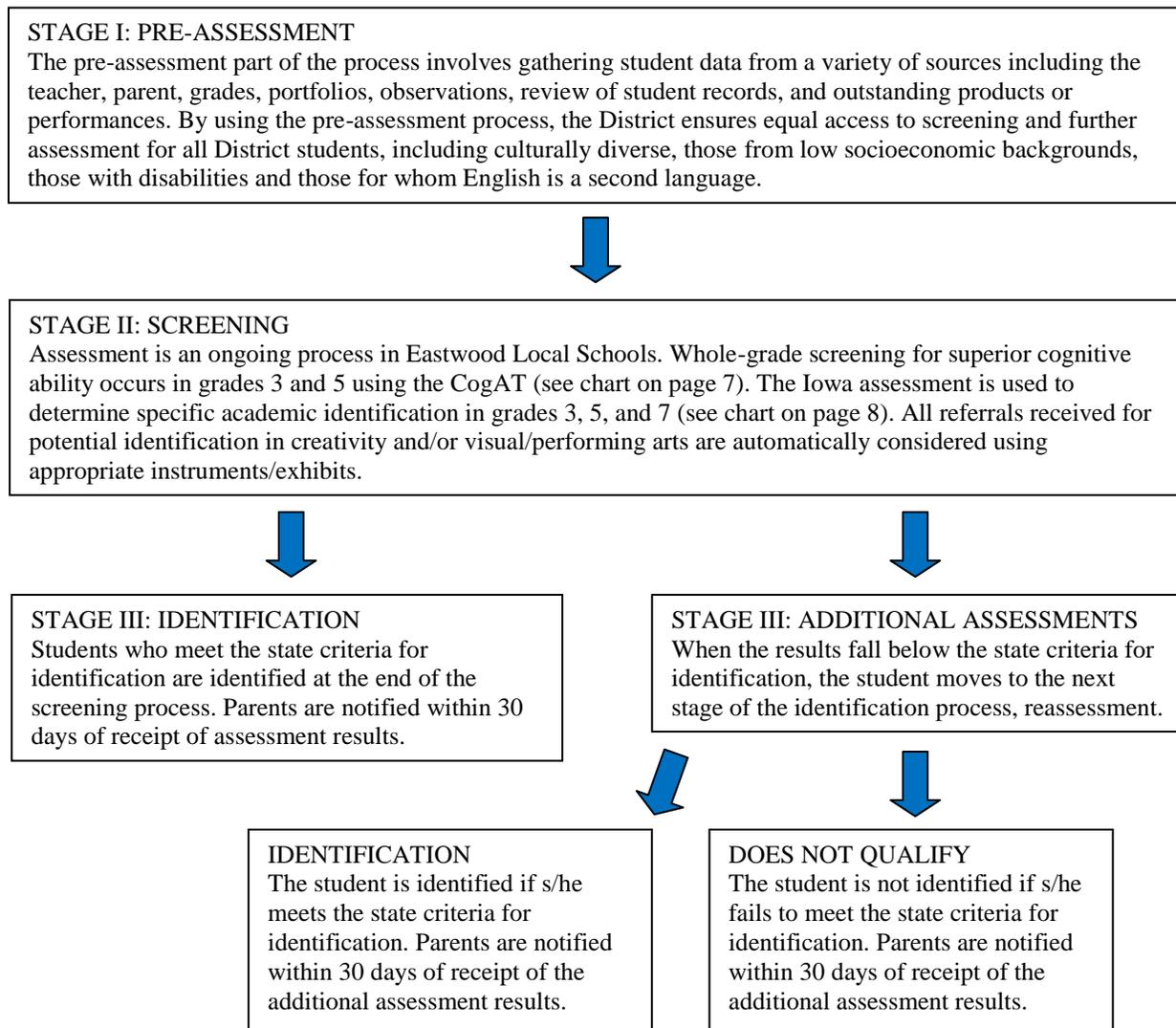
After assessment for screening/identification:

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

SCREENING AND IDENTIFICATION

The Eastwood Local School District uses a three-part approach to screen students who perform and 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. (See flow chart on next page.)

SCREENING AND IDENTIFICATION PROCESS



The Gifted Coordinator or the school psychologist administers all District testing for individuals.

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

SPECIAL POPULATIONS

The Eastwood 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 will be used that are appropriate for each student. For example, an ELL may be assessed using a nonverbal assessment instrument. Only tests that are valid for special populations shall be used for students from diverse backgrounds. All tests must be on the current Chart of Approved Gifted Identification/Screening Instruments (Ohio Department of Education).

RETESTING

Occasionally, another assessment instrument is used when the results from the first test are inconclusive. 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 as gifted in a particular area, that identification is permanent.

APPEAL PROCEDURE

An appeal by the parent 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 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 Gifted Coordinator will convene a meeting with the parent/guardian, which may include other school personnel. The Superintendent or Gifted Coordinator will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

TRANSFER STUDENTS

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 shall contact the building principal.

If a student was previously identified in Ohio or another state, parents and/or guardians need to contact the Gifted Coordinator. 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 Eastwood Local School District accepts outside testing data that conforms to Ohio Revised Code 3324.01-.07.

ASSESSMENT INSTRUMENTS USED BY THE EASTWOOD LOCAL SCHOOL DISTRICT FOR GIFTED IDENTIFICATION

The Eastwood Local School District only uses assessment instruments (tests) for screening and identification approved by the Ohio Department of Education.

The following tests are used for screening and identification. For more identification criteria, see Identification of Children Who Are Gifted (excerpted from Ohio Revised Code 3324.01-.07), which is included at the end of this document.

SUPERIOR COGNITIVE ABILITY

A student shall be identified as exhibiting “Superior Cognitive Ability” if the student achieved any of the following within the preceding 24 months:

- 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;
- Performed at or above the 95th percentile on the composite battery of an approved, nationally normed achievement test, or,
- Attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

Instruments Used by Eastwood:

Instrument	Screening Criteria	Identification Criteria
Cognitive Abilities Test (CogAT), Form 7 VQN Composite	118	128
Cognitive Abilities Test (CogAT), Form 7 QN Composite (ELL Grades 3-12 only)	118	128
Kaufman Brief Intelligence Test (KBIT II), 2 nd Edition	118	--
Otis Lennon School Ability Test, 8 th Edition	118	126
Test of Cognitive Skills, 2 nd Edition (TCS/2)	118	127
Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities	--	127
Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities	--	127

SPECIFIC ACADEMIC ABILITY

A student shall be identified as exhibiting “specific academic ability” if the student achieved any of the following within the preceding 24 months:

- Performed at or above the 95th percentile at the national level on an approved individual standardized achievement test or specific academic ability in one or more fields (mathematics, reading, writing or a combination of both, science, or social studies),
- Performed at or above the 95th percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.

Instruments Used by Eastwood:

Individual Achievement Test		
Instrument	Identification Criteria	
Woodcock-Johnson III (WJIII), Tests of Achievement	95	
Woodcock-Johnson IV (WJ-IV), Tests of Achievement	95	
Group Achievement Test		
Instrument	Screening Criteria	Identification Criteria
Iowa Assessments, Form E	90	95
Stanford Achievement Test – 10 th Edition	90	95

VISUAL OR PERFORMING ARTS ABILITY

A student shall be identified as exhibiting “visual or performing arts ability” if the student has done both of the following:

- 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
- 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.

Instruments Used by Eastwood:

Visual Arts Ability (examples: drawing, painting, sculpting)		
Instrument	Screening Criteria	Identification Criteria
Scales for Rating the Behavior Characteristics of Superior Students – (SRBCSS) (2004 Version)	59-60 (Part V)	61+ (Part V)
Display of Work (Visual Art) (Ohio Department of Education Rubric)	16-20	21-24
Drama/Theater Identification		
Instrument	Screening Criteria	Identification Criteria
Scales for Rating the Behavior Characteristics of Superior Students – (SRBCSS) (2004 Version)	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) (2004 Version)	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
Gifted and Talented Evaluation Scales (GATES)	57-77 (Section 5, Items 41-50)	78+ (Section 5, Items 41-50)
Display of Work (Performance) (Ohio Department of Education Rubric)	20-25	26-30

CREATIVE THINKING ABILITY

A student shall be identified as exhibiting “creative thinking ability” superior to children of a similar age, if within the previous twenty-four 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.

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

Instruments Used by Eastwood:

Instrument	Screening Criteria	Identification Criteria
Scales for Rating the Behavior of Superior Students (SRBCCS) (2004 version) – Creativity (Part II)	48-50 (Part II)	51+ (Part II)
Gifted and Talented Evaluation Scales (GATES)	65-82 (Section 4, Items 21-30)	83+ (Section 4, Items 21-30)

SERVICE PLAN

Eastwood Local School District ensures equal opportunity for all district students identified as gifted to receive services offered by the district. All gifted services in the Eastwood 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 Eastwood Local School District strives to offer a continuum of services to serve the diverse needs of gifted students within available resources.

Students in grades 3-6 may be cluster grouped by identified gifted areas (Superior Cognitive Ability, Reading and Math), and the regular classroom teacher receives professional development regarding the teaching of gifted students and receives ongoing assistance with curriculum development and instruction from the Gifted Intervention Specialist (GIS) or the Gifted Coordinator. Curriculum may be differentiated in one or more of the following ways:

- Providing access to appropriately advanced curriculum content, including replacement or extension of the regular curriculum;
- Modifying the learning process to provide an appropriate level of challenge, including strategies for curriculum compacting; and,
- Modifying or replacing assignments and projects with alternatives based on the student’s needs and abilities.

In special circumstances, a student(s) in grades K-6 may require enrichment materials. The GIS or Gifted Coordinator shall provide professional development to these classroom teachers in differentiated instruction.

Students in grades 7-12 are provided opportunities for College Credit Plus, Educational Options, and Honors courses.

Numerous special activities are used in addition to curriculum to enhance the learning of gifted and talented students. Academic competitions, clubs, and student organizations can also meet the needs of gifted students. The following are a few examples of opportunities offered at Eastwood:

- National Honor Society
- Quiz Bowl
- Band
- Art Club
- Key Club
- Drama Club
- International Club

WITHDRAWING FROM SERVICES

Although a child has been 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 children, he/she should do so in writing.

If anytime a parent wishes to withdraw his or her child(ren) from gifted services, the request should be made in writing to the Gifted 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. The Ohio Core Standards 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 midterms and the end of quarters. It is important to note that the WEP is not an IEP (Individualized Education Plan) and does not follow the procedures as outlined in federal law for special education.

ACCELERATION

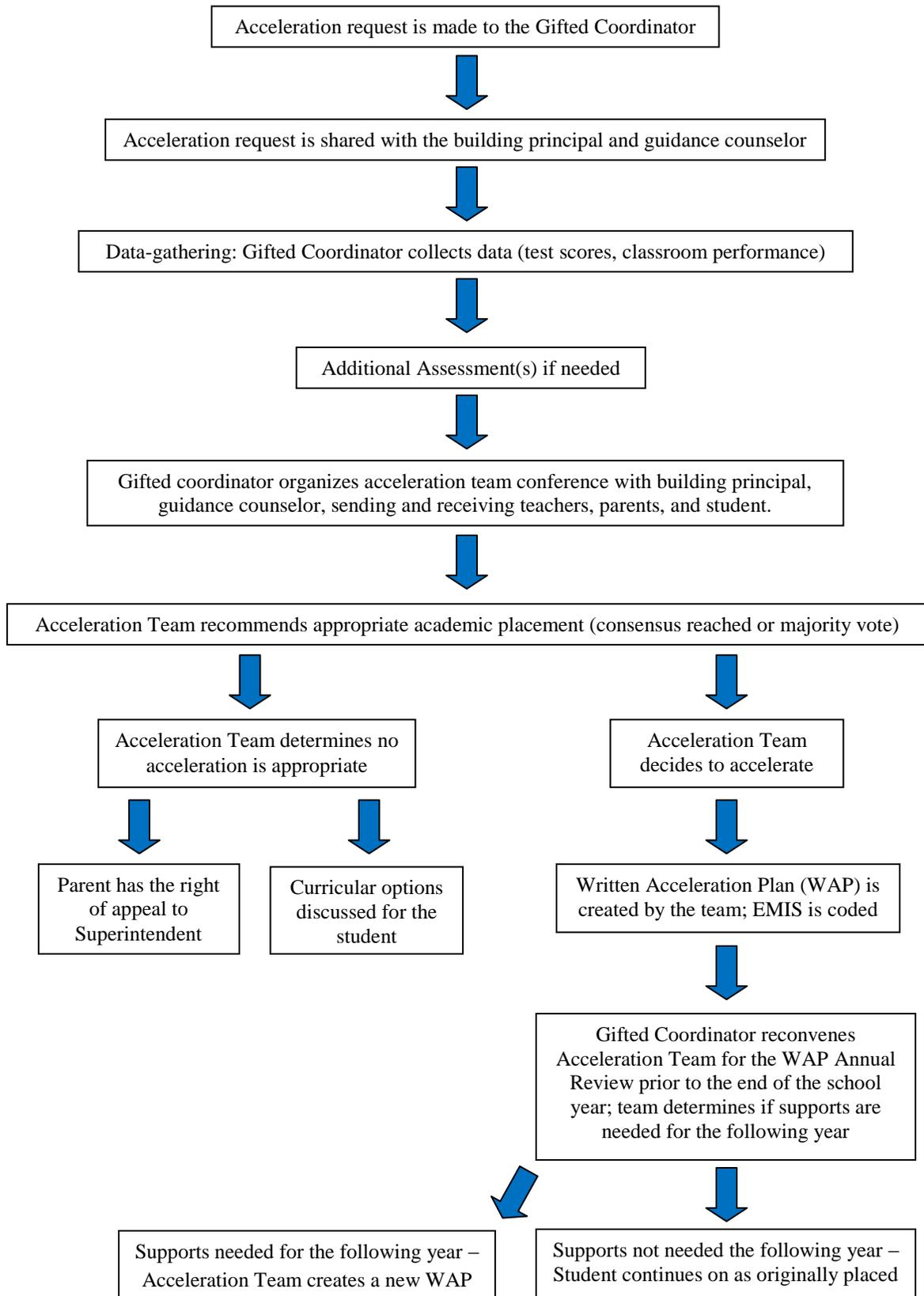
Sometimes a student may need more than what is currently offered in the classroom. If this is the case, typically the parent and/or teachers confer, and then a referral requesting an acceleration conference is completed by District Personnel. Parents may always call the Gifted Coordinator to discuss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

Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis (see flow chart on page 12). The *Iowa Acceleration Scale (3rd ed.)* is used as a tool to guide acceleration teams on appropriate placement. The Eastwood Local School District adopted the *State Model Policy for Acceleration*.

Who might need acceleration?

- A student with high cognitive ability. The higher the IQ, the greater the need to adjust the curriculum. An enriched curriculum, intensive curriculum modifications or even whole grade acceleration could be considered for them.
- A child in Kindergarten who already 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 finished class reading well before other students and possesses strong comprehension skills.

ACCELERATION PROCESS (WHOLE-GRADE/SUBJECT 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.

In the interest of those children who become five years of age after our entrance date, but prior to January 1 of the current year, Eastwood has adopted the following procedures for early entrance:

1. The parents/guardian of the child must submit a written request to the building principal for early entrance testing. The request should take place prior to the scheduled kindergarten screening in the spring of the year prior to entrance.
2. The child will participate in the kindergarten screening process.
3. Only those children shown by the results of the screening process to have performed at or above the seventy-fifth (75%) percentile of those students who were screened, will be considered for further evaluation. The parents/guardian of those children who perform below the seventy-fifth (75%) percentile of those students who were screened, will be notified by their building principal that their child has failed to meet the standards for early entrance.
4. The school psychologist will perform a structured interview with the parents/guardian to determine developmental levels and socio-emotional characteristics of the child. The child's developmental levels shall be between fourteen (14) and sixteen (16) months above his/her chronological age to be considered for further evaluation. The parents/guardian of those children who do not meet this developmental level will be notified by the building principal that their child has failed to meet the standards for early entrance.
5. The school psychologist will administer a test of general intelligence. The child's total IQ shall be at least 125 on a deviation scale as determined by standardized testing to be considered for early entrance. If the child has met the standard, the parent(s)/guardian will be notified by the building principal that their child qualifies for early entrance to kindergarten. The parent(s)/guardian of those children who do not qualify will also be notified by the building principal that their children have failed to qualify for early entrance to kindergarten.

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

IDENTIFICATION OF CHILDREN WHO ARE GIFTED DEFINITIONS 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 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
- Visual and performing arts

IDENTIFICATION PLANS

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 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 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 instruments 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 post-secondary enrollment option 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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