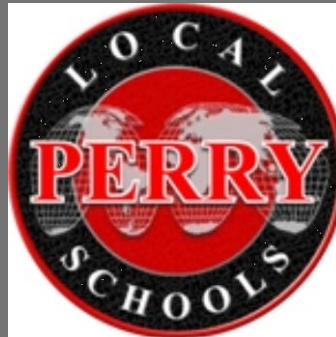


Perry Local School District

District Identification and Service Plan Gifted Students



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~ Definition of Gifted ~

“Gifted” is defined as “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”.

~ Perry Local Schools Policy ~

The Perry 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.

Policy 2464:

The Board of Education shall ensure that procedures are established to identify all gifted students. The District follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the Operating Standards for Identifying and Serving Gifted Students as specified in the District Plan.

"Gifted" students perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Annually, all students are identified for giftedness by professionally qualified persons using a variety of 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 Superintendent (or designee) shall identify children 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 or more of the following content areas:
 - 1. Mathematics
 - 2. Science
 - 3. Reading, writing, or a combination of these skills
 - 4. Social studies
- C. Creative Thinking Ability
- D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama.

Only those instruments approved by the Ohio Department of Education shall be used for screening, assessment, and identification of children who are gifted as provided in the Chart of Approved Assessment Instruments for Gifted Screening and Identification. The District shall

select instruments from the approved list that will allow for appropriate screening and identification of minority and disadvantaged students, students with disabilities, and students for whom English is a second language.

Scores on Ohio Department of Education approved assessment instruments provided by other school districts and trained personnel outside the School District shall be accepted.

The Board of Education shall adopt and the Superintendent (or designee) shall submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the District plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

- A. the criteria and methods used to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
- B. the sources of assessment data used to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted;
- C. an explanation for parents of the methods used to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language;
- D. the process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted;
- E. provision of an opportunity for parents to appeal any decision about the results of any screening procedure for assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services;
- F. procedures for the assessment of children who transfer into the District;
- G. at least two (2) opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.

The District's plan may provide for contracting with any qualified public or private service provider for screening or assessment services under the plan.

The Superintendent (or designee) shall:

- A. provide equal opportunity for all children identified as gifted to receive any or all services offered by the District;
- B. implement a procedure for withdrawal of children from District services and for reassessment of children;
- C. implement a procedure for resolving disputes with regard to identification and placement decisions;
- D. inform parents of the contents of this policy as required by Section 3324.06 of the

Ohio revised code;

- E. submit, as required, an annual report to the Ohio Department of Education.

Placement procedures for District services shall be in conformance with the District's written criteria for determining eligibility for placement in those services.

- A. Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, District educator, or the Ohio Department of Education upon request.
- B. Written criteria provided by the District shall include an explanation of the methods used to ensure equal access to each gifted service for all eligible District students, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language.
- C. Services which students receive shall be consistent with their area(s) of identification and shall be differentiated to meet their needs.
- D. Subjective criteria such as teacher recommendations shall not be used to exclude a student from service in the superior cognitive and specific academic areas who would otherwise be eligible.
- E. All District students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

The Superintendent shall implement all policies and procedures in accordance with laws, rules and regulations, and follow the Operating Standards for Identifying and Serving Gifted Students.

The Superintendent (or designee) shall develop a plan for the service of gifted students enrolled in the District identified under this policy. Services specified in the plan may include such options as the following:

- A. a differentiated curriculum
- B. differentiated instruction
- C. cluster grouping
- D. mentorships/internships
- E. whole grade acceleration (see Policy [5410](#))
- F. subject acceleration (see Policy [5410](#))
- G. early entrance (see Policy [5112](#))
- H. early high school graduation (see Policy [5464](#))
- I. dual enrollment options including, but not limited to, the postsecondary enrollment option program
- J. advanced placement
- K. honors classes

- L. independent study/educational options/credit flexibility
- M. advanced online courses and programs
- N. other options identified in the rules of the Ohio Department of Education.

A Written Education Plan (WEP) will guide the gifted services based on the student's area(s) of identification and individual needs. The Written Education Plan shall:

- A. provide a description of the services to be provided;
- B. specify staff members responsible for providing that specific services are delivered;
- C. implement a procedure for resolving disputes with regard to identification and placement decisions;
- D. specify policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general classroom if different from the District policy detailed below;
- E. specify a date by which the WEP will be reviewed for possible revision.

Students participating in gifted services provided outside the general education classroom will generally be exempted from routine class work (worksheets, homework, etc.) assigned during absences from the regular classroom due to participation in the gifted services. Students are to turn in work due the day of absence and make arrangements to make up missed tests. Special class work (projects, book reports, etc.) assigned during the student's absence are to be completed. Exceptions to this policy will be detailed in the student's Written Education Plan.

The District shall report to parents and the Ohio Department of Education that a student is receiving gifted education services only if the services are provided in conformance with the Operating Standards for Identifying and Serving Gifted Students.

R.C. 3301.07(K), 3324.01 - 3324.07, 3315.09, 3317.024(O)
A.C. 3301-51-15

~ 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/rubrics.

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

- parent/guardian request, (See Appendix – form G1)
- teacher recommendation, (See Appendix – form G2)
- 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. (www.perry-lake.org) 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.

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 Perry Local Schools 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 grades, group test scores, portfolios, observations, review of student records, and outstanding products or performances. 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 insure 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 Perry Local Schools. Whole-grade screening for superior cognitive identification is done in second and fourth grades using the InView test. Whole grade screening for specific academic identification is also completed in kindergarten through grade eight using Measures of Academic Progress (MAP®). 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.

OR

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 and no further testing is necessary.

Stage III: Additional Assessments

When the results fall below the state criteria for identification but at or above the District cut score of 127 or 94%ile or above, 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 (128/95%ile or above). 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.

~ Special Populations ~

The Perry Local Schools makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English as a Second Language (ESL) 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 ESL 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)*.

As is necessary follow-up assessment is administered by a licensed or certified school psychologist or licensed psychologist. The Perry Local Schools 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 are determined.

The Perry Local Schools 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.

~ Re-testing ~

The Perry Local Schools 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 been recommended for assessment by teachers and parents are provided at least two opportunities a year for assessment.

To discuss retesting, please contact the Director of Student Services at (440) 259-9200 ext. 9201.

~ 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.
- The scheduling of a student for assessment
- The placement of a student for services
- Receipt of services

Parents should submit a letter or the appeal form (G-4) to the Director of Student Services, Perry Local School District, 4325 Manchester, Perry, OH 44081, outlining the nature of the concern. The Director of Student Services 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 using the referral form to either the building principal or gifted services coordinator. The Office of Student Services shall send the parent and/or guardian a referral form as well as permission to evaluate paperwork. Referral forms can also be found on the district website.

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 Office of Student Services. 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 the Office of Student Services. The Perry Local Schools 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 Perry Local Schools should call the Office of Student Services at (440) 259-9200 ext. 9201.

~ Assessment Instruments Used by the Perry Local Schools for ~ Gifted Identification

The Perry Local Schools 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.

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 20-23 of this plan.

Superior Cognitive Ability

Within the preceding 24 months, the child has 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,

- a. performed at or above the 95th percentile on the composite battery of an approved, nationally normed achievement test or,
- b. attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

Group Intelligence Test

InView

Screening	Criteria	CSI	127 or above
Identification	Criteria	CSI	(K-12) 128 (<i>includes SEM</i>)

Individual Intelligence Tests (scores listed include the SEM when possible)

Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III)

Screening	Criteria	126
Identification	Criteria	127 (SEM = 3.0) ¹

Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)

Screening	Criteria	126
Identification	Criteria	127 (SEM = 3.0)

Stanford-Binet Intelligence Scale, Fifth Edition

Screening	Criteria	126
Identification	Criteria	127 (SEM = 3.0)

Wechsler Nonverbal Scale of Ability

Screening	Criteria	124
Identification	Criteria	125 (SEM = 5.0)

Naglieri Nonverbal Ability Test-Individual Administration

Screening	Criteria	K-6 = 124	7-12 = 125
Identification	Criteria	K-6 = 125	7-12 = 126

Kaufman Brief Intelligence Test (KBIT II)

Screening	Criteria	125
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¹For 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).

Specific Academic Ability

Within the preceding 24 months, the child has:

- a. performed at or above the 95th 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 95th percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.

Instruments used:

Individual Achievement Test

Woodcock-Johnson III

Screening	Criteria	94%
Identification	Criteria	95%

Wechsler Individual Achievement Test (WIAT) (3rd edition)

Screening	Criteria	94%
Identification	Criteria	95%

Group Achievement Test

Measures of Academic Progress (MAP®)

Screening	Criteria	94 % NPR
Identification	Criteria	95 % NPR

Specific scores used from the **SAT**: (after February 1, 2009)

Grade 6: Critical Reading 410, Writing 400, Math 430

Grade 7: Critical Reading 450, Writing 440, Math 470

Grade 8: Critical Reading 490, Writing 480, Math 510

Specific scores used from the **ACT**: (after February 1, 2009)

Grade 6: English 17, Reading 17, Math 17, Science 17

Grade 7: English 19, Reading 19, Math 18, Science 19

Grade 8: English 21, Reading 21, Math 20, Science 21

Grade 9: English 24, Reading 25, Math 24, Science 24

Specific scores used from the **EXPLORE** test (after February 1, 2009)

Grade 3: English 13, Reading 12, Math 12, Science 15

Grade 4: English 15, Reading 14, Math 14, Science 16

Grade 5: English 16, Reading 15, Math 15, Science 17

Grade 6: English 18, Reading 16, Math 17, Science 18

The ACT and EXPLORE can no longer be used for Superior Cognitive Gifted Identification.

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)

Scales for Rating the Behavior Characteristics of Superior Students-(SRBCSS)

Screening	Criteria	52 (Part V)
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Identification	Criteria	53 (Part V)
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Display of Work (Visual Art) (Ohio Department of Education Rubric)

Identification	Criteria	21
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Drama/Theatre Identification

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

Screening Criteria 47 (Part VII)

Identification Criteria 48 (Part VII)

Display of Work (Performance) (Ohio Department of Education Rubric)

Identification Criteria 20

Music Identification

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

Screening Criteria 33 (Part VI)

Identification Criteria 34 (Part VI)

Display of Work (Performance) (Ohio Department of Education Rubric)

Identification Criteria 18

Dance Identification

Gifted and Talented Evaluation Scales (GATES)

Screening Criteria 77 (Section 5, items 41-50)

Identification Criteria 78 (Section 5, items 41-50)

Display of Work (Performance) (Ohio Department of Education Rubric)

Identification Criteria 26

Creative Thinking Ability

The identification for Creative Thinking Ability involves a two-pronged process because the student is evaluated for cognitive abilities and for creative characteristics. 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:

- a) Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
- b) 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.

Instruments used:Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) 2004 version
Creativity (Part II)

Screening Criteria 48-50(Part II)

Identification Criteria 51 (Part II)

Gifted and Talented Evaluation Scales (GATES)

Screening Criteria 82 (Section 4, items 21-30)

Identification Criteria 83 (Section 4, items 21-30)

Wechsler Preschool and Primary Scale of Intelligence-Third Edition (WPPSI-III)			
Screening	Criteria	111	
Identification	Criteria	112	(SEM = 3.0)
Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)			
Screening	Criteria	111	
Identification	Criteria	112	(SEM = 3.0)
Naglieri Nonverbal Ability Test-Individual Administration			
Screening	Criteria	109	
Identification	Criteria	K-6 = 110	7-12 = 111
Cognitive Abilities Test (CogAT)			
Screening	Criteria	112	
Identification	Criteria	113	

~ Service Plan ~

The District ensures equal opportunity for all students identified as gifted to receive services offered by the District. 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 criteria used in determining eligibility. The Perry Local Schools acknowledges that gifted students have diverse needs and strives to offer a continuum of services as appropriate for students.

All gifted services in the Perry Local Schools 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. The Perry Local Schools strives to offer a continuum of services to serve the diverse needs of gifted students with the available resources.

Grade Three through Five:

Setting: Students are cluster grouped (placed in same classroom with like ability students to meet gifted needs). High quality professional development for instructor is provided by a certified gifted intervention specialist.

(note: grade acceleration, early entrance and/or subject acceleration as determined by acceleration teams);

Services:

Enrichment: Enrichment opportunities that may occasionally occur may include, but are not limited to:

- a) methods to stimulate high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving;
- b) oral, written, and artistic expression;
- c) in depth study of a topic through open-ended tasks, and products that reflect complex abstract, and/or higher level thinking skills.

Differentiation: Curriculum is differentiated in one or more of the following ways:

- a) modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and,
- b) modifying or replacing assignments and projects with alternatives based on the student's needs and abilities.

Sixth grade:

Setting: Students placed in classroom for gifted students two days per week.

(note: grade acceleration, early entrance and/or subject acceleration as determined by acceleration teams);

Services:

Enrichment: Enrichment opportunities that may occasionally occur may include, but are not limited to:

- a) methods to stimulate high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving;
- b) oral, written, and artistic expression;
- c) in depth study of a topic through open-ended tasks, and products that reflect complex abstract, and/or higher level thinking skills (Project-Based Learning).

Differentiation: Curriculum is differentiated in one or more of the following ways:

- a) modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and,
- b) modifying or replacing assignments and projects with alternatives based on the student's needs and abilities.

Social Emotional Support:

- a) Learning and understanding one's own thinking,
- b) providing opportunities to learn organizational, study and planning strategies
- c) Understanding what it means to be gifted
- d) Learning how to self-reflect

Guidance Service Options: Guidance services along with consultation from gifted coordinator and/or gifted intervention specialist, works with general education teachers to provide differentiated instruction per the students' WEP (See WEP description, page 18)

Guidance Counselor will work with students to assist with the college application process, career exploration/shadowing options, summer opportunities, scholarship applications, and special opportunities as they become available.

Specific Academic Ability - Kindergarten through twelfth grade:

The Perry Local Schools seeks to identify students who have specific academic ability in math, science, reading, and/or social studies. The Director of Student Services may serve as a resource for general education teachers for the purpose of helping meet the needs of children with specific academic identification. A child who has an aptitude in a specific subject area that is consistently superior can profit from differentiated instruction and may need subject acceleration.

Creative Thinking and Visual/Performing Arts - Kindergarten through twelve grade:

The Perry Local Schools seeks to identify students in both creative thinking ability and visual/performing arts. While we do not offer specific services for students in grades K-2, 4-5, 7-12, the Director of Student Services will assist parents and students who have been identified with educational options or information about special programs specific to a child's identification area

~ Summary of Services/Enrichment ~

Grades	Superior Cognitive
K-2	No direct services Differentiated instruction/enrichment Subject/grade acceleration per individual student need (Early Entrance for K) Independent Studies Guidance Services
3-5	Cluster grouping Differentiated instruction/enrichment Subject/grade acceleration per individual student need Independent Studies After School Enrichment Programs Guidance Services

6	No Direct Services Differentiated instruction/enrichment Subject/grade acceleration per individual student need (Early Entrance for K) Independent Studies After School Enrichment Programs Guidance Services
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7-8	No Direct Services Differentiated instruction/enrichment Honors classes Subject/grade acceleration per individual student need (Early Entrance for K) Independent Studies After School Enrichment Programs Guidance Services
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9 - 12	No Direct Services Honors/Advanced/AP courses Consultation with Gifted Intervention Specialist Post-secondary educational options (PSEO), Subject/grade acceleration per individual student need Independent Study Mentorships/Internships Guidance Services
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~ 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, a consent for services form is sent to the parent and/or guardian. If a parent and/or guardian wishes to decline services for their child(ren), the parent or guardian should check the appropriate box on the form and return the form to the Director of Student Services.

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 Director of Student Services. Appropriate withdraw forms (see Appendix G3) must be completed. Should a parent prefer that his or her child participate in gifted services during another academic year, reinstating services can be easily accomplished contacting the Gifted Services office and does not require retesting.

~ Written Education Plan ~

Perry Local Schools utilizes a Written Educational Plan (WEP) that provides the following:

- Description of services to be provided
- Goals for the students for each service to be provided
- Methods for evaluating progress toward goals specified
- Method and schedule for reporting progress to parents

- Staff responsible for ensuring delivery of each service prescribed
- Policies regarding waiver of assignments and re-scheduling of tests
- Deadline for next review of WEP

A Copy of the WEP is made available to parents and staff responsible for providing service listed. Each identified student in grades Kindergarten through grade eight who receives services, will have in place a Written Education Plan (WEP), which documents adjustments made to the curriculum in his/her area(s) of identification. Ohio's Academic Content 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 provides 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. At the end of the school year, a copy is sent home to parents. 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 Perry Local Schools uses an electronic WEP, as a tool to help create Written Education Plans for all students receiving gifted services. Gifted Services instructors are responsible for the completion and sharing of the student WEP in grades one through six. Guidance counselors will be responsible for maintaining the student WEP in grades seven through twelve. Other teachers and/or staff may be responsible for assisting in achieving the goals on the WEP.

~ Early Entrance, Acceleration, and Early High School Graduation~

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments and instructional interventions more commonly provided to older peers.

Perry School's policy describes the process that is used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to

kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers and granted early graduation from high school.

PLEASE SEE ACCELERATION PLAN FOR MORE INFORMATION ON ACCELERATION

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
- * Visual and performing arts

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 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.

COPIES AVAILABLE FROM
OHIO DEPARTMENT OF EDUCATION
OFFICE OF EXCEPTIONAL CHILDREN
25 S. FRONT STREET MAIL STOP 202
COLUMBUS, OHIO 43215-4183

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Perry Local Schools Gifted Referral Form

Student Name _____ School _____ Grade _____

Name of Person Referring (Print) _____

Is referred for possible identification as gifted in the following area(s):

Reason

Superior Cognitive Ability

Specific Academic Ability

- Mathematics**
- Science**
- Reading**
- Writing**
- Social Studies**

Creative Thinking Ability

**Visual or Performing Arts Ability
(ie. drawing, painting, sculpting,
music, dance, drama)**

Signature of Person Initiating Referral

Position or Relationship to Child

Phone #

Date

Signature of Person Receiving Referral

Date

Note: A parent may request assessment through any verbal or written means to the building administrator.

PLEASE RETURN TO BUILDING ADMINISTRATOR OR TO Director of Student Services

Amy Harker , Director of Student Services
4325 Manchester
Perry, Ohio 44081
Phone: 440-259-9201

Perry Local Schools

Teacher Recommendation Form

Gifted/Talented Student Identification For Grades 1-8

Student's Name _____ Current Grade _____ Date of Birth _____

School _____ Teacher _____ Date _____ EMIS# _____

Directions: Describe the student by Placing an "X" in the appropriate space beside each statement

	<u>Never</u>	<u>Occasionally</u>	<u>Often</u>	<u>Consistently</u>
<u>Cognitive Behaviors</u>				
1. Uses an above-average vocabulary easily and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Originality in written or oral expression: uses similes, metaphors, or analogies to show meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Finds relationships between past and present: transfers learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Foresees cause and effect relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Performs in advance of the class in one of more disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has a large storehouse of information about many topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Comprehends and retains easily without much rote drill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Asks questions; <i>how, why, what, if</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Shows persistence, experiments for himself, may take things home to try or problem solve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Has unusual ability to comprehend puzzles or symbols (musical, numeral, codes, alphabet, maps, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Creative Behaviors</u>				
11. Enjoys open-ended assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Turns a typical assignment into an elaborate detailed product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Displays a vivid imagination (brainstorms unusual answers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Social and Emotional Behaviors</u>				
14. Has high expectations of self and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Has a strong sense of morality, justice, and fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Has a developed sense of humor (may understand humor of others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. High energy level (i.e., enthusiastic, impulsive, emotional, excitable, or even overactive)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Please describe in a sentence or two, **examples** of ways this child has displayed two of the behaviors listed above.

*****TURN TO BACK SIDE (Page 2) FOR FINAL COMPLETION OF THIS FORM*****

19. **Student Biographical Information:** In order to create a more holistic profile of this student, please note any debilitating situation (i.e. ethnic, economic, medical, behavioral, emotional) that may hinder the development of her/his latent potential or mask behaviors that are often associated with gifted learners.

20. **Standardized Test Score Information:**

According to permanent record this child **does not** have CURRENT standardized scores.

This child **does** have CURRENT standardized test scores:
(It is not recommended that a re-evaluation be done if tested within past 24 months)

a) **ACHIEVEMENT TEST:**

Test Date _____ Stanford Achievement Score: Percentile _____

Test Date _____ Other _____

b) **ABILITY TEST**

Test Date _____ CogAT: SAS Score(s): Verbal _____ Nonverbal _____
Quantitative _____ Composite _____

Test Date _____ Other _____

c) **OHIO ACHIEVEMENT TEST:**

Test Date _____ Grade _____

Reading _____ Writing _____ Math _____ Citizenship _____ Science _____

Teacher Recommendation:

21. **Type of work completed by the student that demonstrates exemplary level (Circle those that apply)**

Writing Oratory skills/debate Drama Creativity Problem solving skills Other _____

22. **Teacher anecdote about the exemplary student work sample:**

*****PLEASE ATTACH STUDENT WORK SAMPLE*****

23. **Check One:**

I **would recommend** this student for gifted services.

I **would not recommend** this student for gifted services.

*****Gifted/talented evaluation cannot be completed until all information is received.*****

Perry Local School District
4325 Manchester
Perry, Ohio 44081
Gifted Program Withdrawal Form

Name of Student _____

Grade Level _____

School _____ Date _____

Rationale for withdrawal from gifted program:

Student withdrawn from gifted program effective _____

Signatures:

(Director)

(Parent(s)/Guardian)

(Student)

PLEASE COMPLETE AND RETURN TO:
AMY S. HARKER, DIRECTOR OF STUDENT SERVICES
4325 MANCHESTER

Perry Local School District Appeal Form for Gifted Services

Form
G-4

Student's Name _____ **School** _____ **Current Grade** _____

ID # _____ **Parent/Guardian's Name(s):** _____

Address: _____ **Phone Number:** _____

Area in which gifted services is being sought:

- Third grade cluster grouping
- Sixth grade problem-based learning

Please explain reason why you are seeking the appeal for the determination of gifted services:

Name of Person making appeal (please print): _____

Phone Number: _____

Relationship to Student: _____

Signature of person initiating the appeal: _____ **Date:** _____

Return this form to the Building Principal.

Office Use Only

Name of Person Receiving Appeal: _____ *Date:* _____

KINDERGARTEN SCREENING CHECKLIST

Perry Local School District

Name: _____

Name of person completing form: _____

DOB: _____ School: _____

Relationship to Student: _____

Teacher: _____

Daytime Phone: () _____

Please check all descriptors and statements that describe this student.

EXCEPTIONAL LEARNERS as evidenced by

exceptional memory

- tells a lot of details about a topic
- recounts and recalls experiences and observations
- points out contradictions or inconsistencies
- memorizes / recites stories, poems, and songs
- remembers details of board games, reassembles complex toys or sequence of directions for operation of equipment

learns quickly and easily

- seldom needs re-teaching
- learns skills by self-teaching and making connections
- applies new learning from one setting to another

EXCEPTIONAL USER OF KNOWLEDGE as evidenced by

the ability to apply information

an advanced use of symbol systems

- has large vocabulary; interesting usage of words; uses complex sentences; elaborates on ideas;
- creates own symbols, codes and words; interests in other languages

needs to know a reason for unexplained events

- exhibits strong desire to understand

good problem-solving and reasoning skills; drawing from previous knowledge and transferring it to other areas

- experiments for him / herself
- interested in complex math problems and puzzles

Comments:

EXCEPTIONAL GENERATOR OF KNOWLEDGE as evidenced by

highly creative in areas of interest or talent

- is elaborative: turns a simple doodle into a detailed picture
- fluent and flexible in thinking: can brainstorm and come up with many unusual answers
- original ideas: creates new lyrics for a familiar tune

not conforming to typical ways of thinking or doing

- "marches to a different drummer"

self-expression of ideas and feelings

- likes to talk a lot and willing to debate his/her beliefs

a keen sense of humor that reflects advanced comprehension

- likes to make puns
- makes up own rhymes

a highly developed curiosity about causes, futures, and the unknown

- tries to figure out how things work
- asks unusual questions and not content with a simple answer
- tries to find out answers on own
- curious about life in other times and places

EXCEPTIONAL MOTIVATION as evidenced by

- striving to achieve high standards**
- showing initiative; being self-directed**
- demonstrating a high level of inquiry and reflection**
- a long attention span**
- desire and ability to lead**
- intense desire to know**

Comments:

