Perry Local School District

District Identification and Service Plan Gifted Students

Dr. Betty Jo Malchesky, Assistant Superintendent
4325 Manchester Perry, Ohio 44081
Phone: 440-259-9200 ext. 9202
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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:

GIFTED EDUCATION AND IDENTIFICATION

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, children who are gifted are identified 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 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 Gifted Identification/Screening Instruments. 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 shall adopt and the Superintendent 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 students

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 shall:

A. ensure 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;

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 shall develop a plan for the service of gifted students enrolled in the District identified under this policy. Gifted services shall occur during the typical instructional day with flexibility allowed for the scheduling of District-approved internships or mentorships and higher education coursework, including credit flexibility. Services specified in the plan may include such options as the following:

A. a differentiated curriculum

B. differentiated instruction

C. cluster groupings

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 opportunities including but not limited to college credit plus

J. advanced placement/international baccalaureate courses

K. honors classes

L. magnet schools

M. self-contained classrooms

N. resource rooms

O. independent study/educational options

P. advanced online courses and programs

Q. services from a trained arts instructor

R. 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. identify 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.

The WEP shall be developed in collaboration with an educator who holds licensure or an endorsement in gifted education. The WEP shall include goals for the student, methods and performance measurements for evaluating progress on the goals, and a schedule for reporting progress to students and parents.

Parents and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.

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*.

Each year the District shall submit data and participate in program audits as required by the Department.

R.C. 3301.07(K), 3324.01 - 3324.07, 3315.09, 3317.022, 3317.024, 3317.051
R.C. 3317.40
A.C. 3301-35-01, 3301-35-06, 3301-51-15

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~ 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 on the District web site. (www.perry-lake.org) or a parent can refer by calling the Gifted Coordinator and having a referral mailed to them or referrals can be picked up at any of the school buildings. 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 and creative thinking ability identification is done in second and fourth grades using the InView or CoGAT test. Whole grade screening for specific academic identification is also completed in kindergarten through grade eight using Measures of Academic Progress (MAP®) or IOWA testing. 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), economically disadvantaged, homeless, 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 District Gifted Coordinator at (440) 259-9200.

~ 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 Building Principal or District Gifted Coordinator, or email the letter, outlining the nature of the concern. The district 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 district 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 district 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 the Board office. 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 Gifted Coordinator at (440) 259-9200.

~ 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
Whole Grade Screening in grades 2 and 4
InView

Screening	Criteria	CSI	127 or above
Identification	Criteria	CSI	(K-12) 128 *(includes SEM)*

Cognitive Abilities Test (CogAT), Form 7 VQN Composite

Screening	Criteria	CSI	(K-1) 126 or above (2-12) 127 or above
Identification	Criteria	CSI	(K-1) 127 or above (2-12) 128 or above *(includes SEM)*

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

[1]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).

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
IOWA		
Screening	Criteria	94 % NPR
Identification	Criteria	95 % NPR

ACT cut scores for identification for specific academic ability:

Area of Gifted Identification	Grade 6	Grade 7	Grade 8	Grade 9
Reading/Writing	17 (English Subscore)	19 (English Subscore)	21 (English Subscore)	24 (English Subscore)
Reading/Writing	17 (Reading Subscore)	19 (Reading Subscore)	21 (Reading Subscore)	25 (Reading Subscore)
Mathematics	17 (Math Subscore)	18 (Math Subscore)	20 (Math Subscore)	24 (Math Subscore)
Science	17 (Science Subscore)	19 (Science Subscore)	21 (Science Subscore)	24 (Science Subscore)

*The **ACT** 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)
Identification	Criteria	53 (Part V)

Display of Work (Visual Art) (Ohio Department of Education Rubric)

Identification	Criteria	21

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.

Areas of Identification	**Grade Level**	**Service Setting**	**Additional Information**
Superior Cognitive	Kindergarten	Early Entrance	Social/Emotional Supports based on individual needs
Superior Cognitive	Grades 3 and 4	Cluster grouping, Differentiation, Acceleration	Social/Emotional Supports based on individual needs
Superior Cognitive	Grades 5 - 8	Cluster grouping, Honors, CCP, Acceleration, Differentiation, Credit flex	Social/Emotional Supports based on individual needs
Superior Cognitive	Grades 9 - 12	Honors, AP, CCP, Acceleration, Internship, Credit flex	Social/Emotional Supports based on individual needs
Reading/Writing	Grades 3 and 4	Cluster grouping, Differentiation, Acceleration	Social/Emotional Supports based on individual needs
Reading/Writing	Grades 5 - 8	Honors, CCP, Acceleration, Differentiation, Credit flex	Social/Emotional Supports based on individual needs
Reading/Writing	Grades 9 - 12	Honors, AP, CCP, Acceleration, Differentiation, Internship, Credit flex	Social/Emotional Supports based on individual needs
Math	Grades 3 and 4	Differentiation, Cluster grouping, Acceleration	Social/Emotional Supports based on individual needs
Math	Grades 5 - 8	Cluster Grouping, Differentiation, Honors, CCP, Acceleration, Credit flex	Social/Emotional Supports based on individual needs

Math	Grades 9 - 12	Honors, AP, CCP, Differentiation, Acceleration, Internship, Credit flex	Social/Emotional Supports based on individual needs
Science	Out of Grade Testing (ACT)	Honors, AP, CCP, Acceleration, Differentiation, Credit flex	Social/Emotional Supports based on individual needs
Social Studies	Out of Grade Testing (ACT)	Honors, AP, CCP, Acceleration, Differentiation, Credit flex	Social/Emotional Supports based on individual needs
Creative Thinking Ability	Grades 2 and 4	No services (we are currently analyzing this area to determine what those services look like.)	Social/Emotional Supports based on individual needs
Dance	Grades 5 - 12	No services (we are currently analyzing this area to determine what those services look like.)	Social/Emotional Supports based on individual needs
Drama	Grades 5 - 12	No services (we are currently analyzing this area to determine what those services look like.)	Social/Emotional Supports based on individual needs
Music	Grades 5 - 12	No services (we are currently analyzing this area to determine what those services look like.)	Social/Emotional Supports based on individual needs
Visual Art	Grades 5 - 12	No services (we are currently analyzing this area to determine what those services look like.)	Social/Emotional Supports based on individual needs

* CCP = College Credit Plus AP = Advanced Placement

Grade Three through Six:

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.

Internship/Mentorship Credit Flex Options: Guidance services to coordinate the internship, mentorship and credit flex opportunities 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 and Gifted Intervention Specialists 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 District Gifted Coordinator and a gifted intervention specialist 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 benefit from cluster grouping, differentiated instruction opportunities, placement in an honors or AP course and/or may need subject acceleration.
A letter sent annually will identify when a student is not receiving serves in which they are identified due to the services not being available in the district.

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 District Gifted Coordinator 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	Differentiated instruction/enrichment Subject/grade acceleration per individual student need (Early Entrance for K) Independent Studies
3-6	Cluster grouping Differentiated instruction/enrichment Subject/grade acceleration per individual student need Independent Studies

7-8	Differentiated instruction/enrichment Honors classes Subject/grade acceleration per individual student need (Early Entrance for K) Independent Studies Credit Flex College Credit Plus (CCP)

9 - 12	Honors/Advanced/AP courses College Credit Plus (CCP) Subject/grade acceleration per individual student need Independent Study Mentorships/Internships Internships

~ 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 District Gifted Coordinator.

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 District Gifted Coordinator. 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 beginning 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 and gifted intervention specialists 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.

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):

Cognitive Behaviors

1. Uses an above-average vocabulary easily and accurately ☐
2. Originality in written or oral expression: uses similes, metaphors, or analogies to show meaning ☐
3. Finds relationships between past and present/transfers learning ☐
4. Foresees cause and effect relationships ☐
5. Performs in advance of the class in one of more subjects (please list) ☐

   _____

6. Has a large storehouse of information about many topics ☐
7. Comprehends and retains easily without much rote drill ☐
8. Asks questions; *how, why, what, if* ☐
9. Shows persistence, experiments for himself, may take things home to try or problem solve ☐
10. Has unusual ability to comprehend puzzles or symbols (musical, numeral, codes, alphabet, maps, etc.) ☐

Creative Behaviors

11. Enjoys open-ended assignments or conversations ☐
12. Turns a typical assignment into an elaborate detailed product ☐
13. Displays a vivid imagination (brainstorms unusual answers) ☐

Social and Emotional Behaviors

14. Has high expectations of self and others ☐
15. Has a strong sense of morality, justice, and fairness ☐
16. Has a developed sense of humor ☐
17. High energy level (i.e., enthusiastic, impulsive, emotional, excitable, or even overactive and disorganized) ☐

Visual or Performing Arts Behaviors (e.g., drawing, sculpting, music, dance, drama): _____

_____

Signature of Person Initiating Referral **Relationship to Child** **Phone #** **Date**

PLEASE RETURN TO BUILDING PRINCIPAL

)

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

	Never	Occasionally	Often	Consistently
Cognitive Behaviors				
18. Uses an above-average vocabulary easily and accurately	☐	☐	☐	☐
19. Originality in written or oral expression: uses similes, metaphors, or analogies to show meaning	☐	☐	☐	☐
20. Finds relationships between past and present: transfers learning	☐	☐	☐	☐
21. Foresees cause and effect relationships	☐	☐	☐	☐
22. Performs in advance of the class in one of more disciplines	☐	☐	☐	☐
23. Has a large storehouse of information about many topics	☐	☐	☐	☐
24. Comprehends and retains easily without much rote drill	☐	☐	☐	☐
25. Asks questions; *how, why, what, if*	☐	☐	☐	☐
26. Shows persistence, experiments for himself, may take things home to try or problem solve	☐	☐	☐	☐
27. Has unusual ability to comprehend puzzles or symbols (musical, numeral, codes, alphabet, maps, etc.)	☐	☐	☐	☐
Creative Behaviors				
28. Enjoys open-ended assignments	☐	☐	☐	☐
29. Turns a typical assignment into an elaborate detailed product	☐	☐	☐	☐
30. Displays a vivid imagination (brainstorms unusual answers)	☐	☐	☐	☐
Social and Emotional Behaviors				
31. Has high expectations of self and others	☐	☐	☐	☐
32. Has a strong sense of morality, justice, and fairness	☐	☐	☐	☐
33. Has a developed sense of humor (may understand humor of others)	☐	☐	☐	☐
34. High energy level (i.e., enthusiastic, impulsive, emotional, excitable, or even overactive)	☐	☐	☐	☐

35. 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**********

36. **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.

37. **Standardized Test Score Information:**

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

☐ This child **does** have CURRECT 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 Sore(s): Verbal _____ Nonverbal_____
Quantitative_____Composite _____

Test Date _____ Other _____

c) OHIO ACHIEVEMENT TEST:

Test Date _____ Grade _____

Reading _____Writing _____Math _____Citizenship_____Science_____

Teacher Recommendation:

38. 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 _____

39. Teacher anecdote about the exemplary student work sample:

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

40. 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. **********

Form G-5

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 form 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 form 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:

5410 - PROMOTION, ACADEMIC ACCELERATION, PLACEMENT, AND RETENTION

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

The promotion and retention provisions of this policy shall be in compliance with the terms of Ohio's Third Grade Reading Guarantee (Policy 2623.02).

Promotion:

A student will be promoted to the succeeding grade level when s/he has:

A. completed the course and State-mandated requirements at the presently assigned grade;
B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Academic Acceleration:

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms for evaluation for whole-grade or individual subject acceleration will be available at each school building.

Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a semester.

Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty-five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include the following:

A. a parent/guardian, or a representative designated by that parent/guardian
B. a gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted
C. a principal or assistant principal from the child's current school
D. a current teacher of the referred student
E. a teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.

Students considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State Board of Education has approved content standards) and consideration of the student's maturity and desire for accelerated placement.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within 30 calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

A. placement of the student in an accelerated setting;
B. strategies to support a successful transition to the accelerated setting;
C. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
D. an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee implementation of the acceleration plan and to monitor the adjustment of the student to the accelerated setting.

At any time during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases the principal shall remove the student from the accelerated placement without repercussions.

At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within 30 calendar days of receiving the request. If the student will be placed in a different accelerated setting from that initially recommended, the student's acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The student's record shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Retention:

A student may be retained at his/her current grade level when s/he has in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level.

A student may be placed at the next grade level when retention would no longer benefit the student.

The Superintendent shall develop administrative guidelines for promotion, placement, and retention of students that:

A. require the recommendation of the relevant staff members for promotion, placement, or retention;
B. require that parents are informed in advance of the possibility of retention of a student at a grade level;
C. assure that efforts will be made to remediate the student's difficulties before s/he is retained;
D. assign to the principal the final responsibility for determining the promotion, placement, or retention of each student;
E. provide parents the opportunity to request the promotion, placement, or retention of their child;
F. provide parents the opportunity to appeal the decision about their child's promotion, placement, or retention.

R.C. 3313.608, 3313.608(D), 3313.609, 3313.647, 3324.10
A.C. 3301-35-02(B)(5)

Revised 12/18/12

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5112 - ENTRANCE REQUIREMENTS

Early Entrance Criteria

The District provides early admission to kindergarten and first grade for qualified students. Copies of the referral forms for evaluation for early entrance to kindergarten or first grade will be available in each school building. Any student residing in the District may be referred by an educator employed by the District, a preschool educator who knows the child, the child's parent or guardian, or a pediatrician or psychologist who knows the child. The referral shall be made to the principal of the school for evaluation for possible early admission.

Before a student is evaluated for early entrance, the principal (or his/her designee) of the school to which the child may be admitted shall obtain written permission from the child's parent/guardian.

Evaluations related to referrals submitted to the school principal between August 15th and April 15th, will ordinarily be completed and a written report issued within forty-five (45) calendar days of submission of the referral to the school principal. Evaluations related to referrals submitted to the school principal between April 16th and August 14th will ordinarily be completed and a written report issued within forty-five (45) days of the start of the school year.

Children referred for early entrance will be evaluated in a prompt manner. The principal of the school to which the child may be admitted shall convene an acceleration evaluation committee to determine whether early entrance is appropriate for that child. The acceleration evaluation committee shall include the following:

A. a parent/legal guardian or a representative designated by the parent/guardian

B. a gifted education coordinator or gifted education specialist, or, if neither is available, a school psychologist or a guidance counselor with expertise in the appropriate use of academic acceleration

C. the principal or assistant principal of the school to which the child may be admitted

D. a teacher at the grade level to which the student may be admitted

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will also consider the student's own thoughts on possible accelerated placement in its deliberations.

Children considered for early entrance shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

The parent/guardian will be provided with a written summary of the outcome of the evaluation process. This notification shall include instructions for appealing the outcome of the evaluation process.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the results of the evaluation. The Superintendent or his/her designee shall

review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the appeal. The Superintendent or his/her designee's decision will be final.

If a child is recommended for early entrance, the acceleration evaluation committee will develop a written acceleration plan for that child. The plan will specify:

A. placement of the child in the accelerated setting;

B. strategies to support successful early entrance; and

C. an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee the implementation of the acceleration plan and to monitor the child's adjustment to the early entrance.

At any time during the transition period, a parent/guardian of the child may request in writing that the child be withdrawn from the accelerated placement. In such cases, the principal shall remove the child without repercussions.

Also, at any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration evaluation committee to consider other placement options and to issue a decision within thirty (30) calendar days of receiving the request. If the student will be placed in a different setting from that initially recommended, the acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The child's records shall be modified accordingly, and the acceleration plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

R.C. 3313.64, 3313.641, 3313.672, 3313.673, 3321.01 et seq., 3321.05, 3323.01
R.C. 3324.10

Revised 12/18/12
Revised 8/16/16
Revised 4/17/18

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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:_____