

***DISTRICT POLICY
AND PLAN
FOR THE
IDENTIFICATION
OF CHILDREN
WHO ARE GIFTED***



***KINGS LOCAL
SCHOOL DISTRICT***

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DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED (PB-1)

DEFINITION

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.

TESTING RESULTS FROM OUTSIDE SCHOOL DISTRICT

The District accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district when the test data is within 24 months.

REFERRALS

The District ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

- Group or individually administered tests
- Audition or performance
- Display of work or exhibition
- Checklists

Children may be referred on an ongoing basis, through any of the following:

- Child request (self-referral) or child referral of peer
- Teacher recommendation or parent/guardian request
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Referral forms are available on the district website or in the principal’s office

Upon receipt of a referral, the District will follow the process as outlined in this information about gifted identification. Parents will be notified of the screening or assessment and identification results.

The District shall provide at least two opportunities a year for testing.

PROCESS FOR GIFTED IDENTIFICATION

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

Stage 1: PRE-SCREENING

The pre-screening part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are involved in the pre-assessment pool.

By using the pre-screening process, the district ensures equal access to screening and further assessment by all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.

Stage 2: SCREENING (First Testing)

Whole grade level testing may be administered in the screening stage.

For students not taking whole grade level tests, data gathered from the pre-screening stage is reviewed and testing is scheduled individually or in small groups. If a student meets Ohio’s criteria for gifted identification in the screening stage, no further testing is required. Parents must be notified within thirty days of the school’s receipt of screening results.

Stage 3: ASSESSMENT (Second Testing)

Sometimes, however, the first testing of a student for giftedness does not produce a final answer to the question, "Is this student gifted in this area?" When the results are not conclusive, the student moves to the next stage of the identification process, called assessment. During the assessment phase, the student is given a second test to determine giftedness. There are specific criteria that dictate when the assessment stage will occur. Each district must set its own cut-off score for a second testing, which must be lower than the state identification score and will move the student from the screening stage to the assessment stage. Only students who score at or above the district cut-off score, but below the state identification score, will be "assessed" (e.g., re-tested) for giftedness.

Once additional testing has been completed, the data obtained throughout the stages of identification are evaluated. An identification decision is made. If identified as gifted, the student may or may not receive gifted service. Ohio law requires that districts identify students for giftedness but does not require gifted service.

TRANSFERS

The District ensures that any child transferring into the District will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal who will notify the Gifted Coordinator of the request.

WRITTEN EDUCATION PLANS (WEP)

All students receiving gifted services will have a WEP on file. Parents and appropriate teachers of the student will receive copies by the end of the first quarter. The WEP shall describe services to be provided and specify staff responsible. Goals, homework waivers (when applicable), methods for evaluating progress and schedule for reporting progress will be included.

SERVICES

Upon identification, appropriate services are recommended for each student. The District ensures equal opportunity for all district students identified as gifted to receive any services offered by the district. Service options may include the following:

Grades K-3: Students identified as gifted (as either superior cognitive ability or specific academic ability) are served in the regular classroom through differentiated instruction.

Grade 4: Gifted services are provided in reading only. The classroom teacher and the gifted intervention specialist (GIS) provide service through differentiated curriculum. Instruction is delivered through curriculum compacting (faster pace, more depth, challenging instructional materials and assignments).

Grades 5 & 6: Gifted services are provided in reading and math. In reading, instruction is delivered through curriculum compacting (faster pace, more depth, challenging instructional materials and assignments). In mathematics, the gifted intervention specialist will provide enrichment in a pull together program four times per week.

WITHDRAWAL

If at anytime, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or student to the building principal or gifted coordinator. If a student requests to withdraw, parents will be notified. An exit conference will be held.

APPEAL PROCEDURE

An appeal by the parent is the reconsideration of the results of any part of the identification process which would include:

- Testing/evaluation procedure or testing instrument (which results in identification)
- The scheduling of children for testing/evaluation
- The placement of a student in any program or service
- Services received

Parents should submit a letter to the Superintendent or designee outlining the nature of the concern. A meeting will be scheduled with the parent/guardian, which may include other school personnel.

The Superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

ASSESSMENT INSTRUMENTS USED FOR GIFTED IDENTIFICATION

(PB-3)

The district uses the following testing instruments for screening and identification. The district makes every effort to insure that tests reflect accurate aptitude/achievement in students with physical and sensory disabilities that assessments used are valid for special populations, and that students are administered tests in their native language when possible. All tests are administered by qualified personnel

Criteria for gifted services may be higher than that for gifted identification.

SUPERIOR COGNITIVE ABILITY

Whole-Grade Screening:

Cognitive Abilities Test: grades 3 (Screen: 127, CSI, ID: 129)

Other Instruments Used:

Cognitive Abilities Test: grades K-2 (Screen: 125, ID: 127);

Cognitive Abilities Test: grades 3-12 (Screen: 127, ID: 129)

Otis Lennon School Ability Test: grades K-12 (Screen: 124, ID: 126)

Raven's Progressive Matrices: grades 1-12 (Screen: 120, ID: 125)

Universal Nonverbal Intelligence Test: grades K-12 (Screen: 124, ID: 126)

Wechsler Intelligence Scale for Children: ages 6-16 (Screen: 125, ID: 127)

CREATIVE THINKING ABILITY

Gifted and Talented Evaluation Scale (GATES): grades K-12 (Screen: 65, ID: 83)

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS),
grades K-12 (Screen: 48, ID: 51)

Cognitive Abilities Test: grades K-2 (Screen: 109, ID: 111);

Cognitive Abilities Test: grades 3-12 (Screen: 111, ID: 113)

Otis Lennon School Ability Test: grades K-12 (Screen: 108, ID: 110)

Raven's Progressive Matrices: grades 1-12 (Screen: 113, ID: 115)

Universal Nonverbal Intelligence Test: grades K-12 (Screen: 109, ID: 111)

Wechsler Intelligence Scale for Children: ages 6-16 (Screen: 110, ID: 112)

SPECIFIC ACADEMIC ABILITY

Whole-Grade Screening:

None

Other Instruments Used:

Iowa Tests of Basic Skills: grades K-9 (Screen: 93%tile, ID: 95%tile)

Woodcock-Johnson Test of Achievement: grades K-12
(Screen: 93%tile, ID: 95%tile)

VISUAL OR PERFORMING ARTS ABILITY

Gifted and Talented Evaluation Scale (GATES): grades K-12, Visual Art, Music, Dance, and Drama
(Screen: 57-77, ID: 78 or above)

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), grades K-12,

Visual Art (Screen: 40-52, ID: 53 or above);

Music (Screen: 25-33, ID 34 or above);

Drama (Screen: 36-47, ID: 48 or above)

Display of Work/Audition: Ohio Department of Education Rating Forms:

Visual Art (Screen: 16-20, ID: 21-24);

Music (Screen: 14-17, ID: 18-21)

Dance (Screen: 20-25, ID: 26-30);

Drama (Screen: 16-19, ID: 20-24)

For questions or more information,
please contact
your building principal or

Angie Thompson
Kings Director of Elementary Curriculum
513-398-8050
athompson@kingslocal.k12.oh.us

or
Carol Robinson
Gifted Coordinator
Warren County Educational Service Center
513-695-2904
carol.robinson@warrencountyesc.com

This information should be used with
Identification of Children Who Are Gifted:
Excerpts from HB 282
(PB-2)

