GIFTED EDUCATION PROGRAM

The Board of Education endorses the concept of providing alternative programs and services to meet the unique educational needs of academically gifted students. "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 O.R.C. §3324.03.

Procedures shall meet the requirements of the State Board of Education and shall be on file in the Superintendent's office and available to the public.

Screening and Identification

It is the policy of this Board to screen and identify gifted students in accordance with the following procedures:

A. Students shall be screened, selected for further assessment and identified using the assessment instruments from the list approved by the Ohio Department of Education ("ODE") that are determined to be appropriate for the particular student by the Superintendent or his/her designee.

B. Students shall be identified as gifted based upon the following criteria:

1. A student shall be identified as exhibiting "superior cognitive ability" if he/she did either of the following within the preceding twenty-four months:

a. Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist;

b. Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;

c. Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test;

d. Attained an approved score on one or more above-grade level standardized nationally normed approved tests.

2. A student shall be identified as exhibiting "specific academic ability" superior to children of similar age in a specific academic ability field if, within the preceding twenty-four months, he/she performs at or above the ninety-fifth 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.

3. A student shall be identified as exhibiting "creative thinking ability" superior to children of a similar age if, within the previous twenty-four months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

   a. Attained a sufficient score, as established by the ODE, on an approved individual or group test of creative ability;

   b. Exhibited sufficient performance, as established by the ODE, on an approved checklist, by a trained individual, of creative behaviors.

4. 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:

   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;

   b. Exhibited to a trained individual sufficient performance, as established by the ODE, on an approved checklist of behaviors related to a specific arts area.

5. After any initial gifted identification is made in conformance with this policy, a student shall remain so identified, regardless of subsequent testing or classroom performance.

C. All District students, including minority or disadvantaged students, children with disabilities, and English learners shall have equal access to screening and further assessment.

D. All District students identified as gifted shall have an equal opportunity to receive any services offered by the District.

E. The Superintendent or his/her designee shall develop procedures for students to withdraw from gifted programs or services, for reassessment of students, and for assessment of students transferring into the District.

F. Disagreements between parents and the District concerning the identification and placement of gifted students shall be referred to the Superintendent or his/her designee, who will meet with the interested parties and render a written decision that shall be final.

Testing/Assessment

The District shall select instruments from the list established by the ODE for use in the identification of students who are gifted. The District shall ensure that assessment instruments:

1. Are administered by a trained individual in conformance with the instructions provided by their publisher;

2. Have been validated for the specific purpose and populations for which they are used and measure the specific area(s) of gifted ability;

3. Allow for appropriate screening and identification of minority or disadvantaged students, students with disabilities, and English learners;

4. Are provided and administered in the student's native language or other mode of communication if English is a barrier to the student's performance or if requested by the parent;

5. Are provided and administered using the accommodations in a student's Individualized Education Program or 504 Plan. If these accommodations are not consistent with a test's allowable accommodations, a comparable approved assessment instrument shall be used; and

6. Are selected and administered so as to best ensure that, when a test is administered to a student with a disability or impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's disability or impaired sensory, manual, or speaking skills.

Plan for Identification

The Superintendent or his/her designee shall develop a plan for identifying gifted students. The plan shall be adopted by the Board of Education and, together with this policy, submitted to the ODE for approval. The plan shall contain all of the following:

A. A description of the assessment instruments from the list adopted by the ODE that the District will use to screen and identify gifted students;

B. The provision of at least two whole grade screening opportunities as follows:

1. For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing, or a combination of these skills, and (3) creative thinking ability for all students once prior to the end of grade two.

2. For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing, or a combination of these skills, and (3) creative thinking ability for all students once after the completion of grade two but prior to the end of grade six.

C. Acceptable scheduling procedures for screening and for administering assessment instruments for identifying gifted students which provide:

1. At least two opportunities a year for assessment, regardless of grade levels where gifted services are offered, in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students;

2. Assurance of inclusion in screening and assessment procedures for minority and disadvantaged students, children with disabilities, and English learners;

3. Assurance that any student transferring into the District will be assessed within ninety days of the transfer if requested by the parent.

D. Procedures for notification of parents within thirty days of receipt of 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 or for receipt of services;

E. A commitment that the District shall accept scores on assessment instruments provided by other school districts or trained personnel outside the District as equivalent to District testing, if the assessment instruments are on the list approved by the ODE. The District shall not exclude a student from service options due to reassessment, test scores from other districts, or test scores from trained personnel outside the District if the student meets the criteria for identification specified in this policy and O.A.C. 3301-51-15(C). The District shall not alter eligibility through any consideration or computation other than as set forth in this policy and O.A.C. 3301-51-15(C).

F. The plan may provide for the District to contract with any qualified public or private service provider to provide for screening or assessment services.

Plan for Service

The Superintendent or his/her designee shall develop, in accordance with ODE rules, a plan for the service of identified gifted students enrolled in the District. The plan shall be filed with the ODE.

A. The Superintendent or his/her designee shall develop written criteria for determining the eligibility of identified gifted students for placement in District services.

1. Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, District educator, or the ODE upon request.

2. 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 English learners. This written criteria shall not unduly restrict access to services.

3. Subjective criteria, such as grades and teacher recommendations, shall not be used to exclude a student from service.

4. All District students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

B. Services included in the plan may include such options as the following:

1. Gifted services must include instruction that is differentiated from the standard curriculum for that course in depth, breadth, complexity, pace, and/or where content is above-grade level.

2. 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.

3. Instructional time, class size, and caseload ratios for all service settings shall be equivalent to District-wide instructional time, class size, and caseload ratios for the corresponding subject, grade level, and setting under Chapter 3301-35 of the Ohio Administrative Code, with exceptions as noted per paragraph 4, below.

4. The continuum of services provided by the Board may include, but is not limited to, such options as the following:

   a. A full-time, self-contained classroom, where the gifted intervention specialist is the teacher of record and all students are identified as gifted. A maximum of 20 students at one time is permitted in this setting;

   b. A single-subject, self-contained course, where the gifted intervention specialist is the teacher of record and all students are identified as gifted;

   c. Services through co-teaching, in a cluster-group setting, where a group of students who are gifted is deliberately placed together in a classroom where one teacher is a gifted intervention specialist, with a maximum of 20 students who are gifted at any one time and a maximum caseload of 80 students who are gifted. The teachers shall be provided with regularly-scheduled collaborative planning time. Each student served in this setting shall be provided instruction for no less than one core content class period a day, or an average of 15% of the school week;

   d. A resource room/pull-out, where the gifted intervention specialist has a maximum of 20 students who are gifted at any one time and a maximum caseload of 80 students who are gifted. Each student served in this setting shall be provided instruction for no less than one core content class period a day, or an average of 15% of the school week;

   e. Cluster grouping, where a small group of students who are gifted is deliberately placed together in a classroom. Each student served in this setting shall be provided instruction for no less than one core content class period a day, or an average of 15% of the school week;

   f. An Honors course;

   g. An International Baccalaureate course;

   h. An Advanced Placement course;

   i. Services through a trained Arts instructor;

   j. Grade acceleration, early entrance to kindergarten or first grade, subject acceleration, or early graduation from high school per District acceleration policy approved under O.R.C. §3324.10;

k. Dual enrollment opportunities, including, but not limited to College Credit Plus;

l. Internships and mentorships; and/or

m. Educational options, including credit flexibility, advanced online courses and programs, and other options as defined in rules 3301-35-01 and 3301-35-06 of the Administrative Code.

5. Services for students shall be consistent with their area(s) of identification and shall be differentiated to meet their needs. The District shall only indicate to parents or report to the Department of Education that a student is receiving gifted education services when services are provided in conformance with this policy.

C. Personnel

Gifted Intervention Specialists, General Education Teachers designated as the providers of gifted services, and the Coordinator of Gifted Education shall meet the qualifications for such positions and shall provide services, as set forth in O.A.C. 3301-51-15(D)(8)-(9).

D. Gifted services shall be guided by a Written Education Plan ("WEP"). The District shall provide parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP. The WEP shall be developed in collaboration with an educator who holds licensure or endorsement in gifted education. The WEP shall:

1. Provide a description of the services to be provided, including:

a. goals for the student in each service specified, including, but not limited to measurable academic goals. Goals may also include curricular, guidance and instruction practices which support the student's social and emotional needs;

b. methods and performance measurements for evaluating progress toward achieving the specified goals;

c. methods and schedule for reporting progress to students and parents.

2. The staff members responsible for ensuring that the services are delivered;

3. The policies regarding waiver of assignments and the scheduling of tests missed while participating in gifted services provided outside the general education classroom;

4. The date by which the WEP will be annually reviewed for possible revision.

   The WEP shall be provided to the student's parents, the collaborating educator, and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings.

5. The District shall make a reasonable attempt in writing, electronic or otherwise, at the commencement of services and each year thereafter in which a student receives gifted services, to obtain a parent or guardian signature on the WEP. Students shall not be denied services due to the lack of parent or guardian signature.

6. For each student identified as gifted who is not provided gifted services per this policy, the District shall develop and disseminate to parents or guardians a no services letter which clearly communicates that the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Annual Report

The Superintendent or his/her designee shall submit an annual report to the ODE specifying the number of students in each of grades kindergarten through twelfth screened, the number assessed, and the number identified as gifted in each category specified in O.R.C. §3324.03.

Distribution of Policy

The Superintendent or his/her designee shall take steps to ensure that this policy is distributed to parents.

LEGAL REFS: O.R.C. Chapter 3324
O.A.C. 3301-51-15

Adopted: January 22, 2018