



# Ashland City Schools

## District Plan for the Identification of and Services for Children Who are Gifted

Ashland City Schools  
Gifted Services  
Talent Development Program  
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**Definition**

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

**Ashland City Schools (District) Board Policy**

The Board of Education believes that all children are entitled to education commensurate with their particular needs. Children who are gifted in the Ashland City Schools must be provided opportunities to progress as their abilities permit. The Board also believes that these children require differentiated services in order to realize their potential contribution to themselves and society.

Annually, children who are gifted are identified by professional qualified persons using a variety of approved assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program. The Board ensures that there will be equal opportunity for all children identified to receive any or all appropriate services offered by the District.

The Board directs the Superintendent or his/her designee to develop an identification plan and follow the identification eligibility as prescribed in R. C. 3324.03 and the Ohio Rule for the Identification and Services for Children Who Are Gifted.

The Ashland City Schools District shall identify children of the Ashland City Schools, in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

- A. Superior Cognitive Ability
- B. Specific Academic Ability in One (1) or more of the following content areas:
  - 1. Mathematics
  - 2. Science
  - 3. Reading, writing, or a combination of these skills; and/or
  - 4. Social Studies
- C. Creative Thinking Ability
- D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama.

*Note: please refer to Ohio Revised Code 3324.03 for specific requirements for each area (copy included with this plan).*

The District shall use only those instruments approved by the Ohio Department of Education for screening, assessment, and identification of children who are gifted as provided in the Assessment Instruments for the Identification of Children Who Are Gifted.

The District shall accept scores on assessment instruments approved for use by the Ohio Department of Education provided by other school Districts and appropriately trained personnel outside the school District. R.C. 3301.07(K), 3324.01 – 3324.07, 3315.09, 3317.024(O)

## Referrals

The District ensures that there are ample and appropriate scheduling procedures for assessment and re-testing using:

- group ability/achievement tests,
- individual ability/achievement tests,
- audition, performance,
- display of work; and
- checklists.

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

- self-referral (student request),
- teacher recommendation,
- parent/guardian request,
- student referral of peer,
- others familiar with a student's potential or performance (e.g., psychologist, guidance counselor, principal, gifted coordinator, community member; and
- performance on district-wide standardized tests of ability and achievement.

Referrals are available in all buildings (main office/guidance office) and on the Ashland City Schools web site. Upon receipt of a referral, the Ashland City Schools District will:

- secure permission from the parent and/or guardian for testing,
- schedule the student for assessment; and
- provide for at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students.

After assessment for screening/identification:

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

## Screening and Identification

The Ashland City 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 peer nominations, grades, group test scores, portfolios, observations, review of student records, and outstanding products or performances. All students are included in the pre-assessment process. By using the pre-assessment process, the District ensures equal access to screening and further assessment by all Ashland City Schools District students, including culturally diverse, those from low socioeconomic backgrounds, those with disabilities and those for whom English is a second language.

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### **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 Ashland City Schools. Whole-grade screening for superior cognitive identification is done in grades 2<sup>nd</sup> and 6<sup>th</sup> using the InView (a measure of cognitive abilities). Whole grade screening for specific academic identification is completed in grades 3<sup>rd</sup> and 6<sup>th</sup> using the Terra Nova, 2<sup>nd</sup> Ed CAT 6 (California Achievement Test). 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 score, 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. Parents are notified within 30 days of receipt of the additional assessment results.

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#### **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.

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 Ashland City 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.

### **Special Populations**

The Ashland City School District 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)*.

### **Retesting**

The Ashland City School District 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 requested assessment or who have been recommended for assessment by teachers, parents, or other children are provided at least two opportunities a year for assessment.

To discuss retesting, please contact the Talent Development Program Coordinator at (419) 289-1117 ext. 2249.

## **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 which results in identification
- The scheduling of a student for assessment
- The placement of a student for services
- Receipt of services

Parents should submit a letter to the Talent Development Program Coordinator, Ashland City Schools, 416 Arthur Street; Ashland, OH 44805, outlining the nature of the concern. The Talent Development Program Coordinator 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 Ashland City School District will be assessed within 90 days of the transfer at the request of the parent. This request can be made in writing to either the building principal or the Talent Development Program Coordinator. The Talent Development Program shall send the parent and/or guardian a referral form as well as permission to test paperwork.

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 Talent Development Program. Once a student has been identified in Ohio, there is no need to re-identify a student. Parents and/or guardians are encouraged to share past Written Education Plans and other pertinent records with Gifted Services. The Ashland City 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 Ashland City Schools should call the Talent Development Program office at (419) 289-1117 ext. 2248.

**Assessment Instruments Used by the Ashland City Schools for Gifted Identification**

The Ashland City 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 19-21 of this document.

**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 95<sup>th</sup> 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.

**Instruments used:**

<b><i>Group Intelligence Test</i></b>			
InView – A Measure of Cognitive Abilities			
Screening	Criteria	Composite SAS 115 or above Nonverbal SAS 120 or above	
Identification	Criteria	Composite SAS (2, 6) 128 ( <i>includes SEM</i> )	



## Specific Academic Ability

Within the preceding 24 months, the child has:

- a. performed at or above the 95<sup>th</sup> 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 95<sup>th</sup> 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			
Identification	Criteria	95%	

#### *Group Achievement Test*

American College Test (ACT)			
Identification	Criteria	17	grade 6 (English, Reading, Math, Science subscores)
		18	grade 7 (Math subscore)
		19	grade 7 (English, Reading, Science subscore)
		20	grade 8 (Math subscore)
		21	grade 8 (English, Reading, Science subscore)
		24	grade 9 (English, Math, Science subscore)
		25	grade 9 (Reading subscore)

EXPLORE			
Identification	Criteria	410	grade 6
		450	grade 7
		490	grade 8

Terra Nova, 2<sup>nd</sup> Edition CAT 6 (California Achievement Test)

Screening	Criteria	90%	NPR
Identification	Criteria	95%	NPR

Specific scores used:  
 Reading Total  
 Math Total  
 Social Studies  
 Science

## 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)**

Gifted & Talented Evaluation Scale (GATES) – (Section 5, Items 41-50)

Screening	Criteria	57
Identification	Criteria	78

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

Screening	Criteria	59 (Part V)
Identification	Criteria	61 (Part V)

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

Screening	Criteria	16
Identification	Criteria	21

#### **Drama/Theatre Identification**

Gifted & Talented Evaluation Scale (GATES) – (Section 5, Items 41-50)

Screening	Criteria	57
Identification	Criteria	78

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

Screening	Criteria	54 (Part VII)
Identification	Criteria	57 (Part VII)

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

Screening	Criteria	16
Identification	Criteria	20

### **Music Identification**

Gifted & Talented Evaluation Scale (GATES) – (Section 5, Items 41-50)

Screening	Criteria	57
Identification	Criteria	78

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

Screening	Criteria	37 (Part VI)
Identification	Criteria	39 (Part VI)

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

Screening	Criteria	14
Identification	Criteria	18

### **Dance Identification**

Gifted and Talented Evaluation Scales (GATES)

Screening	Criteria	57 (Section 5, items 41-50)
Identification	Criteria	78 (Section 5, items 41-50)

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

Screening	Criteria	20
Identification	Criteria	26

## **Creative Thinking Ability**

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)(Part II Creativity)

Screening	Criteria	65
Identification	Criteria	83

Gifted and Talented Evaluation Scales (GATES)

Screening	Criteria	65 (Section 4, items 21-30)
Identification	Criteria	83 (Section 4, items 21-30)

**Service Plan**

The Ashland City Schools District ensures equal opportunity for all students identified as gifted to receive services offered by the Ashland City Schools District. Service placement criteria shall be consistently applied as specified in the screening and identification criteria. The same services will be consistently offered to students each grade level in all buildings at those grade levels to all qualifying children. The criteria used may not discriminate on the basis of race, gender, ethnicity, disability status, first language or socio-economic status. Placement for Ashland City Schools District services shall match the criteria used in determining eligibility. The Ashland City Schools District acknowledges that gifted students have diverse needs and strives to offer a continuum of services as appropriate for students.

For students needing subject acceleration which requires a placement in another building, transportation shall be provided from the student’s home school to the school in which service is being delivered. For example, a 6<sup>th</sup> grade student at an elementary school may need to take a math class at the middle school. Transportation would be provided to the middle school and back to the home elementary school in order for that student to receive services.

All gifted services in the Ashland City 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. Currently, the state provides school districts with partial funding for identifying gifted students and employing or contracting gifted education staff. The Ashland City Schools strives to offer a continuum of services to serve the diverse needs of gifted students with the available resources.

**Matching Services and Enrichment to the Student Needs:**

**Superior Cognitive**

**Kindergarten through second grade students (K-3):**

Setting: Regular classroom (note: grade acceleration, early entrance and/or subject acceleration is determined by acceleration teams as needed); flexible groupings as appropriate.

Enrichment: Direct on-going services are not provided for K-3 students; however, gifted services instructors do serve as a resource to assist regular classroom teachers with differentiated instruction in the general education setting; students may participate in enrichment activities occasionally with the gifted services instructor --curriculum is differentiated in one or more of the following ways:

- a) providing access to appropriately advanced curriculum content, including replacement or extension of the regular curriculum

- b) modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and,
  - c) modifying or replacing assignments and projects with alternatives based on the student's needs and abilities
- placement with regular education teacher who has had high quality professional development on differentiating instruction for gifted students
- 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

**Fourth through sixth grade (4-6):**

Settings: Cluster grouping in general education setting (note: grade acceleration, early entrance and/or subject acceleration as determined by acceleration teams); resource (pull-out); self-contained (with gifted intervention specialist).

Services: 1. Collaborative model utilizing resource room (pull-out); services are provided by the intervention specialist for gifted education with on-going collaboration with the general education teacher.

- a minimum of 3.75 hours per week for each student
  - gifted services teacher may function as a resource in differentiated instruction for general education teachers
  - differentiated instruction in which above grade-level instruction is provided.
- Curriculum is differentiated in one or more of the following ways:
- a) providing access to appropriately advanced curriculum content, including replacement or extension of the regular curriculum
  - b) modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and,
  - c) modifying or replacing assignments and projects with alternatives based on the student's needs and abilities
- placement with regular education teacher who has had high quality professional development on differentiating instruction for gifted students
- the gifted services teacher helps provide enrichment opportunities at the home schools during the regular school day (pull-out with the gifted services teacher; resource room); that enrichment may include but is 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
2. Self-contained model
- In a full-time self-contained classroom where the intervention specialist is the teacher of record with a maximum of twenty gifted students at the elementary level (4th through grade five) or a maximum of twenty-five gifted students at the secondary level (grades six);
  - Curriculum is differentiated in one or more of the following ways:
    - a) providing access to appropriately advanced curriculum content, including replacement or extension of the regular curriculum
    - b) modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and,
    - c) modifying or replacing assignments and projects with alternatives based on the student's needs and abilities
    - d) instruction that stimulates high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving;
    - e) oral, written, and artistic expression;
    - f) in depth study of a topic through open-ended tasks, and products that reflect complex abstract, and/or higher level thinking skills

**Seventh through twelfth grade (7-12):**

Setting: Honors/Advanced classes/AP courses, post-secondary options

Services: services are provided by the intervention specialist for gifted education with on-going collaboration with the general education teachers

- the intervention specialist for gifted services shall not have a caseload that exceeds 125 students
- gifted services teacher works with general education teachers (as appropriate) to provide differentiated instruction per the students' WEP
- differentiated instruction in which above grade-level instruction is provided.
  - Curriculum is differentiated in one or more of the following ways:
    - a) providing access to appropriately advanced curriculum content, including replacement or extension of the regular curriculum
    - b) modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and,
    - c) modifying or replacing assignments and projects with alternatives based on the student's needs and abilities
- placement with regular education teacher who has had high quality professional development on differentiating instruction for gifted students
- the gifted services teacher helps provide educational opportunities at the home schools during the regular school day (pull-out as necessary with the gifted services teacher); that enrichment may include but is 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
- the gifted services teacher will work with students and guidance counselors to assist with the college application process, career exploration/shadowing options, scholarship applications, and special opportunities as they arise
- the gifted services teacher will also serve as a liaison with various organizations for the purpose of assisting students in finding opportunities for student enrichment

### **Specific Academic**

#### **Kindergarten through twelfth grade (K-12):**

The Ashland City Schools District seeks to identify students who have specific academic ability in math, science, reading, and/or social studies. The Gifted Services staff 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 Ability and Visual/Performing Arts Ability**

#### **Kindergarten through twelve grade (K-12):**

The Ashland City Schools District seeks to identify students in both creative thinking ability and visual/performing arts. While we do not offer specific services for these areas, gifted services specialists do try to assist parents and students who have been identified with educational options or information about special programs specific to a child's identification area.

<b>Summary of Services/Enrichment</b>
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<b>K - 3</b>	no ongoing direct pull-out services collaboration with regular education teachers as appropriate pull-out for enrichment as appropriate flexible groupings as appropriate differentiated instruction/enrichment
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<b>4 - 6</b>	collaborative model utilizing resource room (pull-out) cluster grouping with regular education teachers who have professional development in gifted education flexible groupings as appropriate differentiated instruction/enrichment subject/grade acceleration per need self-contained setting
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**7 - 12**

flexible groupings as appropriate  
pull-out enrichment per need  
cluster grouping within honors/advanced/AP courses/PSEO  
collaboration with regular education teachers regarding appropriate differentiated instruction  
subject/grade acceleration per need  
internship/mentorship model with the focus on designing and supervising educational options that focus on student needs (e.g., internships, mentorships, career shadowing)

### **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, notification for services is sent to the parent and/or guardian. If a parent and/or guardian wishes to decline services for their child(ren), s/he should contact the Gifted Services office at (440) 243-6000 ext. 6262.

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 Gifted Services Coordinator. 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**

Each identified student who receives services begins with 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 gives teachers the flexibility to modify or differentiate instruction for students in which the

- level is advanced to ensure challenge,
- pace is adjusted to accommodate faster learning rates,
- complexity requires students to analyze or integrate several ideas, and
- depth encourages students to explore a topic in more thoughtful detail.

WEP progress is shared with parents periodically during the school year, typically at conferences. A copy of the WEP is given or sent to the 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. Gifted Services instructors are responsible for the completion and sharing of the student WEPs.

## Acceleration

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

Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis. The *Iowa Acceleration Scale* (2<sup>nd</sup> ed.) is used as a tool to guide acceleration teams on appropriate placement. The Ashland City Schools District adopted the *State Model Policy for Acceleration* in 2006.

## Early Entrance to Kindergarten

The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten for the purpose of providing access to appropriately challenging learning opportunities is referred to as early entrance to kindergarten.

A parent may request early entrance to kindergarten if the child turns five years of age after the district's kindergarten entrance date (Sept. 30<sup>th</sup>) and before January 1<sup>st</sup>. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child.

Any parent who is interested in having his or her child considered for Early Entrance to Kindergarten should contact the Gifted Services office for a separate brochure, *A Parent's Guide to Early Entrance to Kindergarten* which includes an application. Early entrance evaluation is completed in the late winter/early spring concurrently with kindergarten round-up.

### **Instruments used:**

#### ***Individual Intelligence Tests***

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

Screening	Criteria	115 ( <i>minus SEM</i> ) <sup>1</sup>
Identification	Criteria	127 ( <i>SEM = 3.0</i> ) <sup>2</sup>

*The Iowa Acceleration Scale (IAS) is used as the guide for determining whether or not early entrance to kindergarten is appropriate.*

<sup>1</sup>According to the *Iowa Acceleration Scale*, a student who meets the Critical Item (Section II) of one standard deviation above the mean (115) is a viable candidate for acceleration. Those students who meet that criteria, move on for the developmental screening and a possible classroom observation.

<sup>2</sup>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).

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

Because developmental readiness is important for success in kindergarten, students are also given the *Gesell* developmental screening test. Students who are viable candidates for Early Entrance to Kindergarten are expected to be developmentally “on track” with the typical kindergarten student. Should a student meet the identification criteria for Superior Cognitive identification but fail to meet the developmental readiness assessment, the acceleration team will then discuss and reach consensus as to what placement is best for the child.

**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.

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