

Statement of Policy

Identification and Service Plan
for
Students Who Are Gifted

Information for Parents



Based upon Ohio Administrative Code 3301-51-15

Revised October 2019

Definition

The Ohio operating standards define “gifted” 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 section 3324.03 of the Ohio Revised Code.

Categories of Identification

Ohio law requires districts to identify students in grades K-12 in the following categories:

Superior Cognitive Ability

Creative Thinking Ability

Specific Academic Ability

Visual and Performing Arts Ability

Math

Dance

Reading

Drama

Science

Music

Social Studies

Visual Arts

Screening and Assessment

A student is screened for gifted identification when he or she is evaluated using a state-approved instrument for gifted identification. A student in any grade level may be individually referred by a teacher, parent, the student, or a peer for screening and possible gifted identification per state guidelines. Referral Forms may be found on the district website or obtained in any school office.

The district will provide whole-grade screening opportunities for all students in Grade 2 and Grade 6 in the areas of superior cognitive ability using the InView Measure of Cognitive Skills. Students who obtain a cognitive score of 112 or higher will also be screened for creative thinking ability with a state-approved rating scale. Specific academic ability in math and reading is identified with the Measures of Academic Progress (MAP).

Any student in grades K-12 may be referred for gifted identification testing for up to two opportunities per year, including whole-grade screening events. In grades that do not have a scheduled whole-grade screening event, the initial referral will be completed within 90 days using state-approved assessments and criteria. Students who score within two points of state cut-off scores are automatically eligible for a second reassessment opportunity using a different testing instrument. Reassessment or referrals submitted after March 31st may be scheduled into September of the subsequent school year.

Parent permission to assess students will be obtained before any individual assessment takes place. Parent notification of testing results will be by mail, electronic mail or phone within 30 days of district receipt of student results.

Special Populations

The district does not discriminate and special populations are included in screening and assessment procedures. Alternate testing instruments or state-approved alternate scores are used to include children who come from a low socioeconomic status, minority students, children who are English learners, and children with disabilities.

Outside Testing and Transfer Students

The district shall accept assessment results that meet Ohio Department of Education qualification standards obtained from other districts or administered by trained individuals outside the district as long as the instruments used at the time of testing were listed on the Ohio Chart of Approved Assessments. Students that transfer into the district will be assessed within 90 days of transfer upon written parent request.

Criteria for Identification

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 95% percentile on an approved individual or group standardized basic or composite battery of a nationally-normed achievement test; or
 - Attained an approved score on one or more above-grade level standardized nationally normed approved tests.

A student shall be identified as exhibiting “**specific academic ability**” superior to that of students of similar age in a specific academic ability field, if, within the preceding 24 months, the student performs at or above the 95% 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.

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 Ohio Department of Education, on an approved individual or group test of creative ability;
- Established sufficient performance, as established by the Ohio Department of Education, on an approved checklist of creative behaviors.

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 to a trained individual sufficient performance, as established by the Ohio Department of Education, on an approved checklist of behaviors related to a specific arts area

After any initial gifted identification made in conformance with Ohio Administrative Code, a student shall remain identified regardless of subsequent testing or classroom performance.

Appeal

In the event of a parent concern, parents should contact the building principal or district Coordinator of Gifted Services. Within 30 days of parent receipt of student results, an appeal should be submitted in writing to the district superintendent for issues unresolved with the district coordinator and/or building principal regarding the screening process, results, or placement decisions. The superintendent will meet with relevant parties and issue a written final decision within 30 days of the appeal.

Gifted Service Offerings

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets established criteria.

Written Education Plan (WEP)

Students receiving district gifted services in their area of identification will have a Written Education Plan. Developed in collaboration with gifted intervention specialist, the WEP serves as a communication tool among classroom teachers, parents, and specialists about the gifted service a child receives. WEPs are reviewed annually during fall conferences.

Gifted Cluster Grouping – Differentiated Classroom Gifted Service

Students identified with specific academic ability in reading, math, superior cognitive ability, or creative thinking ability will be cluster grouped with teachers designated by the district to complete ongoing High Quality Professional Development training on gifted education topics. Teachers who meet this Ohio Department of Education requirement will provide differentiated instruction and/or curriculum to meet the unique needs of advanced learners within the regular classroom. Reported gifted service is offered through Reading/Language Arts and Math courses in Grades 2 through 12. Additionally, gifted service can be provided through select high school social studies courses.

If a transfer or identification during first semester requires a change of course or teacher, parents and school staff will consult to determine if schedule changes to accept district gifted service are in the best interest of the student. For students who qualify for gifted services during second semester, placement into services that would require schedule or class changes will occur the following year.

Acceleration

The student acceleration policy allows districts to place a student in a higher grade level than is typical given the student's age for the purpose of providing student access to appropriately challenging learning opportunities in one or more subject areas. This practice is known as "subject-area" or "whole-grade" acceleration. Acceleration is considered formal gifted service in the initial year of acceleration only. A referral for subject or grade level acceleration will be determined by results of the Iowa Acceleration Scale.

Sixth grade students who are gifted or high achieving in math or reading will be considered for courses designed for middle school acceleration. For this accelerated middle school pathway,

trend data from multiple years of Ohio State test performance and scores from the whole grade screening event in 6th grade are used to determine readiness and need for accelerated placement, regardless of gifted identification.

Eligible math students may take 7th grade Honors Math and 8th grade Algebra I for high school credit. The advanced Language Arts path allows eligible students to work through 7th and 8th grade standards in Honors ELA 7. Then, students will accelerate to English 9 earning high school credit during their 8th grade year.

College Credit Plus – Grades 7-12

Students may apply to enroll in college coursework at local universities to earn both high school and college credit. CCP coursework relevant to a student's area of gifted identification qualifies as gifted service. Please contact the high school guidance counselor for more information.

Additional Opportunities

Please note there may be additional **enrichment opportunities** that may address the specific needs of gifted students but *cannot* be reported as gifted education services to the Ohio Department of Education:

- Differentiated curriculum and/or instruction
- STEM courses
- Honors or CCP Coursework
- Robotics Club
- Mentorships
- Independent Study
- Academic Challenge Team
- Model United Nations

Withdraw

If at any time a parent wishes to withdraw from gifted programs or services, the request should be written by the parent submitted to the building principal or coordinator of gifted services. If children request withdraw, parents will be contacted for discussion before any change in placement is made.

District Assessment Instruments Approved for Gifted Identification

Superior Cognitive Ability

Cognitive Abilities Test (CogAT) Form 7 VQN Composite			
Grades K-1	Reassessment	125	Identification 127
Grades 2-12	Reassessment	126	Identification 128
InView Cognitive Abilities Assessment	Reassessment	126	
	Identification	128	
Wechsler Intelligence Scales for Children 5 th Edition	Reassessment	126	
	Identification	128	

Specific Academic Ability

Woodcock-Johnson IV Tests of Achievement	Reassessment	93 rd percentile	
	Identification	95 th percentile	
Terra Nova, Third Edition Form G	Reassessment	93 rd percentile	
	Identification	95 th percentile	
NWEA Measures of Academic Progress Growth 2-5, 6+	Reassessment	93 rd percentile	
	Identification	95 th percentile	
The ACT – Grades 11, 12 Math, Science, Reading, English, Writing	Reassessment	93 rd percentile	
	Identification	95 th percentile	

Creative Thinking Ability

Cognitive Abilities Test (CogAT) Form 7 VQN Composite			
Grades K-1	Reassessment	111	
Grades 2-12	Identification	112	
InView Cognitive Abilities Assessment	Reassessment	111	
	Identification	112	
Wechsler Intelligence Scales for Children 5 th Edition	Reassessment	111	
	Identification	112	

In addition to a qualifying score one of the following rating scales:

Scales for Rating the Behavior

Characteristics of Superior Students (SRBCSS) 3 rd Ed. Part II – Creativity	Reassessment 48-50 Identification 51
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GATES – 2 nd Edition Gifted and Talented Evaluation Scales	Reassessment 90-110 Identification 111+
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Visual and Performing Arts Ability

Ohio Department of Education
Performance Rubric and Scales for Visual and Performing Arts Identification

Dance, Grades 9-12 Reassessment 20-25 Identification 26-30	Drama, Grades K-12 Reassessment 16-19 Identification 20-24
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Music, Grades K-12 Reassessment 14-17 Identification 18-21	Visual Arts, Grades K-12 Reassessment 16-20 Identification 21-24
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GATES-2 Artistic Talent Section Dance 9-12 Drama, Music, and Visual Arts	Screening 90-110 Identification 111
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SRBCSS - Part VII for Drama	Screening 54-56 Identification 57
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SRBCSS – Part VI for Music	Screening 37-38 Identification 39
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SRBCSS – Part V for Visual Arts	Screening 59-60 Identification 61
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Available assessments subject to change per annual updates to the Ohio Department Education
Chart of Approved Assessments.

District Contacts

Monroeville Local School District
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