

St. Henry Consolidated Local Schools



Policy and Plan For the Identification and Service Of Children Who Are Gifted

Wendi Moorman
Gifted Coordinator
Mercer County Educational Service Center
441 East Market Street
Celina, Ohio 45822
419-586-6628
<http://www.mercercountyesc.org/our-services/gifted-education/>



Introduction

In keeping with our district mission to “offering a well-rounded, innovative program built on traditional skills and their enrichment while supporting and enhancing the values of our community”, the St. Henry Consolidated Local School District is dedicated to making educational decisions that will enable all students to learn and progress as their abilities permit.

St. Henry Consolidated Local Schools identify gifted students in kindergarten through grade 12, according to the criteria set by the State of Ohio, and as outlined below.

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.

DISTRICT IDENTIFICATION PLAN

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

Assessments

➤ **Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive identification:

Cognitive Abilities Test (CogAt) Form 7 VQN Composite	Identification = 127 (K-1); 128 (2-12) Screening = 126 (K-1); 127 (2-12)
InView – A Measure of Cognitive Abilities	Identification = 128 Screening = 127
Otis-Lennon School Ability Test – 8th Edition	Identification = 126 Screening = 125
Naglieri Nonverbal Ability Test – 2nd Edition (NNAT 2)	Identification = 126 Screening = 125
Weschler Intelligence Scale for Children, 4th Edition (WISC-IV)	Identification = 127 Screening = 126
Woodcock Johnson IV (WJ-IV), Tests of Cognitive Abilities	Identification = 127 Screening = 126

➤ **Specific Academic Ability**

Assessments the district administers that provide for specific academic identification in one or more of the areas of Mathematics, Science, Reading and/or Writing or a combination, and Social Studies:

Iowa Test of Basic Skills (ITBS) Complete Battery, Form E	Identification = 95th percentile Screening = 94 th percentile
TerraNova, 3rd Edition, Complete Battery	Identification = 95th percentile Screening = 94 th percentile
Weschler Individual Achievement Test (WIAT) – 3rd Edition	Identification = 95th percentile Screening = 94 th percentile
Woodcock-Johnson IV, Tests of Achievement NU (Form A or B)	Identification = 95th percentile Screening = 94 th percentile

➤ **Creative Thinking Ability**

Identification requires a qualifying score on both an Ability test and a Creative Thinking checklist. Assessments the district administers that provide for creative thinking identification:

<u>Ability Test Component:</u> Cognitive Abilities Test (CogAT) Form 7 VQN Composite	Identification = 111 (K-1); 112 (2-12) Screening = 110 (K-1); 111 (2-12)
InView – A Measure of Cognitive Abilities	Identification = 112 Screening = 111
Otis-Lennon School Ability Test – 8th Edition	Identification = 110 Screening = 109
Weschler Intelligence Scale for Children. 4th Edition (WISC-IV)	Identification = 112 Screening = 111
Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities	Identification = 112 Screening = 111
<u>Creative Thinking Checklist Component:</u> Gifted and Talented Evaluation Scale (GATES) (Creative Thinking: Section IV)	Identification = 83 Screening = 65
Gifted Rating Scales (GRS) (Creativity Scale)	Identification = 66 Screening = 60
Scales for Rating the Behavior Characteristics of Superior Student (SRBCSS) (Creativity: Part II)	Identification = 51 Screening = 48

➤ **Visual and Performing Arts**

Identification requires three components: Nomination, a qualifying score on a Behavioral Checklist and a qualifying score on an evaluation rubric of the student’s performance or portfolio display of work. Assessments the district administers that provide for visual and performing arts identification in the areas of Dance, Drama, Music, and Visual Arts include:

<p><u>Behavioral Checklist Component:</u> Gifted and Talented Evaluation Scales (GATES) Section V, Items 41-50</p> <p>Gifted Rating Scales (GRS)</p> <p>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) in the areas of: Visual Arts (Part V) Music (Part VI) Drama (Part VII)</p> <p><u>Performance Component:</u> Art Advanced Placement Scoring Guidelines (Grades 9-12 only)</p> <p>Clark’s Drawing Abilities Test (Grades 3-12 only)</p> <p>Ohio Department of Education Rubric Visual Arts Music Drama Dance</p> <p>Music Talent Assessment Process (MTAP) Dance Talent Assessment Process (DTAP) Theatre Arts Talent Assessment Process (TTAP)</p>	<p>Identification = 78 (all areas of VPA) Screening = 57 (all areas of VPA)</p> <p>Identification = 66 Screening = 60</p> <p>Identification = 61 Screening = 59 Identification = 39 Screening = 37 Identification = 57 Screening = 54</p> <p>Identification = 5 Screening = 4</p> <p>Identification = 9 Screening = 6</p> <p>Identification = 21 Screening = 16 Identification = 18 Screening = 14 Identification = 20 Screening = 16 Identification = 26 Screening = 20</p> <p><i>See publisher’s instructions for identification and screening scores</i></p>
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Identification Process

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children. The district ensures there are ample and appropriate scheduling procedures for assessments and reassessments using:

Type of Assessment	Content Area(s)	Grade Level(s)
• Whole Grade Test	Superior Cognitive Ability	2
• Individually-administered tests	IQ, Math, Reading, Science, and Social Studies	K-12, by referral
• Audition, performance	Music, Dance, Drama	K-12, by referral
• Display of work	Art	K-12, by referral
• Exhibition	Art, Music, Dance, Drama	K-12, by referral
• Checklists	Creativity and Arts	K-12, by referral

Referrals

Children may be referred for gifted screening in writing at any time by a parent/guardian, a teacher, the child (self-referral), a peer or others (e.g., psychologist, community members, principal, gifted coordinator, etc.) Referral forms are available on the St. Henry Consolidated Local or ESC website or from the district gifted services personnel. Completed referral forms should be submitted to the district gifted service personnel. **Students referred with permission on file by September 30 will be tested between October 1 and October 31. Students referred with permission on file by February 28 will be tested between March 1 and March 31. Students referred after March 1 will be tested the following fall.**

Upon receipt of a referral, the district will follow the process as outlined in this packet. Signed parent permission is required prior to any individually-administered assessments. Parents will be notified of the results of screening or assessment and identification within 30 days of the receipt of the results.

Screening

The district ensures equal access to screening and further assessments of 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.

Identification

When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets cut-off scores specified in department of education guidance, the identification decision is made and the student's educational needs are determined. **Identification scores remain in effect for the remainder of the student's K-12 school experience.**

Reassessment

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs.

Out of District Scores

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools and/or trained personnel outside the school district.

Transfer

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 contract the building principal.

Appeal Procedure

An appeal by the parent is the reconsideration of the result of any part of the identification process which would include: screening procedure or assessment instrument (which results in identification), the scheduling of children for assessment, the placement of a student in any program, and the receipt of services.

Parents should submit a letter to the superintendent or designee outline the nature of the concern. The superintendent or designee will convene a meeting 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).

DISTRICT SERVICE PLAN

Although Ohio law does not require districts to provide gifted education services, St. Henry Consolidated Local Schools strives to provide a continuum of services and opportunities to enable students who are identified as gifted to develop their potential. All gifted services that are reported to parents and to the Ohio Department of Education are delivered in accordance with the *Operating Standards for Identifying and Serving Gifted Students*, (OAC Code 3301-51-15). The district ensures equal opportunity for all district students identified as gifted to receive services for which the student meets the criteria. Written criteria for determining eligibility for gifted services are updated annually and shall be provided upon request.

Gifted services offered by the district may change annually depending on available funding, personnel, Ohio Rules and Regulations and differing needs of our gifted students. Contact your child's principal or the district gifted personnel to verify currently available services.

Written Education Plans

Gifted services provided by the district are matched to the student's gifted identification and individual needs, and are guided by a Written Education Plan (WEP), in compliance with the *Operating Standards for Identifying and Serving Gifted Students*. Parents and all educators responsible for providing gifted services to the student shall receive a copy of the WEP, which is prepared in the fall of each year.

Acceleration

Students who are significantly advanced in one or more subject areas may be referred for acceleration. Acceleration options include: early entrance to school, single-subject acceleration, whole-grade acceleration, and early graduation from high school. Referrals must be received at least 60 days prior to the beginning of the school year or semester. Please see the district or ESC website or contact your child's principal or the district gifted services personnel for more information.

Elementary School Services and Opportunities

Enrichment

Students in grade 3 who are identified with superior cognitive ability will meet with the Gifted Intervention Specialist outside the regular classroom to work on enrichment activities using methods to stimulate high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving. These classes meet the state requirements for gifted services.

Accelerated Math

Students in grade 4 who are identified gifted in math and meet the criteria for service are cluster-grouped into a specific math class for daily instructions. The Gifted Intervention Specialist provides the math instruction for these students. These classes meet the state requirements for gifted services.

Middle School Services and Opportunities

Accelerated Math

Students in grade 5 & 6 who are identified gifted in math and meet the criteria for service are cluster-grouped into a specific math class for daily instructions. The Gifted Intervention Specialist provides the math instruction for these students. These classes meet the state requirements for gifted services.

Algebra I

Algebra I will include the study of set theory and the study of the real number system, variables, equations, inequalities, functions (linear, non-linear, and quadratic), and graphing. The curriculum is based on the ODE standards and also includes geometry, data analysis and probability topics. Algebra I is an indispensable tool in other branches of mathematics such as calculus and the sciences.

High School Services and Opportunities

Honors Courses

If the course matches a student's area of gifted identification, these courses may meet the state requirements for gifted services.

HONORS ENGLISH 400

This rigorous class is suited for capable and willing readers and writers who crave a more challenging curriculum. Honors students are expected to have an excellent grasp of basic grammar and writing skills. This course will engage students in careful and critical reading and analysis of American and multicultural literature. Students will consider the “larger picture” of a work—its structural, stylistic, and thematic concerns—through study of “smaller-scale” elements like an author’s use of literary elements and techniques. Discussions, projects, and essays will require students to analyze, compare, and evaluate the works. Increased vocabulary emphasis, ACT preparation, and research documentation will pervade this fastpaced class.

Honors English 500

Honors English 500 is a rigorous, introductory college-level course in the reading and critical analysis of literature. It is concerned with language as a symbolic process and perceives literature as experience preserved in language. An intense study of literature, including the novel, short fiction, poetry, and drama will be accompanied by responding to the literature in different ways: discussions, speeches, essays, project, etc. Students will consider the “larger picture” of a work – its structural, stylistic, and thematic concerns – through study of “smaller scale” elements like an author’s use of literary elements and techniques. Honors English 500 is offered for those students who are capable and willing readers and who crave a more challenging curriculum. This course bridges the gap between college prep classes and the advanced placement curriculum. Students in this course may be eligible to take the AP exam in May, with the possibility of attaining college credit. Students must demonstrate superb reading/writing skills to be eligible for this course.

Advanced Placement (AP) Courses

Advanced Placement (AP) Courses Students may enroll in Advanced Placement (AP) courses and earn college credit as a result of performance on AP exams taken in the spring. If the course matches a student’s area(s) of gifted identification, these courses meet the state requirements for gifted services.

AP Statistics

AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-83/84 graphing calculator, Fathom, and Minitab statistical software, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.

AP Calculus

AP Calculus will cover the concepts of limits, derivatives, and integrals along with their applications. This will be approximately equivalent to one semester of college calculus. Students will have the chance to earn college credit through the Advanced Placement program. A

sufficient score on AP exam in May could qualify the student to receive college credit or advanced placement, depending on the college and the chosen major.

AP U.S. Government & Politics

This class is equivalent to a one-semester college introductory course in U.S. Government and Politics. The course meets the senior civics Prerequisite. The student must take the American Government portion of the AP exam. By passing the AP exam and the course, the student will be eligible for college credit toward a two- or four-year degree. This course will cover, but is not limited to the role of the U.S. Constitution in the U.S. Government, political beliefs and behavior, political parties, interests groups, mass media, the institution of national government, public policy, and civil liberties. The student will also compete in a state level mock congressional hearing.

College Credit Plus

Students in grades 7-12 may apply to take college courses at local universities, online coursework at any Ohio state-funded university, or other participating colleges or universities, for dual high school and college credit. This replaces Post-Secondary Enrollment Option (PSEO). The application deadline is April 1. See the high school guidance counselor for more information. If the course matches a student's area of gifted identification, these courses meet the state requirements for gifted services.

Withdrawal

If a parent wishes for his or her child to withdraw from gifted services, the request should be made in writing to the building principal and to the district gifted services personnel, outlining the nature of the concern. The principal will contact the parent to discuss the concern and will notify the gifted services personnel about the request. A meeting may also be convened with the parent, the principal, the gifted services personnel, and other school personnel. Withdrawal from gifted services becomes effective when the gifted services coordinator receives a signed copy of the *Gifted Services Withdrawal Form*. Until then, services will continue.

DISTRICT ENRICHMENT PLAN

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

Elementary Enrichment Opportunities

Elementary school students have opportunities to participate in the following in-school and school-sponsored out-of-school enrichment activities:

- Leadership Council

Middle School Enrichment Opportunities

Middle school students have opportunities to participate in a variety of additional in-school and school-sponsored out-of-school enrichment activities, including:

- Athletic Teams (Basketball, Cheerleading, Cross Country, Football, Track, Volleyball)
- Band (grades 5-8: concerts, Solo & Ensemble contest)
- H-kids (grades 5-6)
- Choir (grade 8)
- DARE (grade 5)
- Drama – School Drama Production (grades 7-8)
- Get REAL Week (grades 5-8)
- Geography Bee (grades 5-8)
- STEM Project (grade 7)

High School Enrichment Opportunities

High school students have opportunities to participate in a variety of additional in-school and school-sponsored out-of-school enrichment activities, including:

- Athletic Teams (Baseball, Basketball, Bowling, Cheerleading, Cross Country, Golf, Football, Softball, Track, Volleyball)
- Band (Concert Band, Marching Band, Symphonic Band, Pep Band, Competitions, Solo & Ensemble contest, Honors Bands)
- Choir (Show Choir, Symphonic Choir, Competitions, Solo & Ensemble contest)
- Drama Club Productions and Musicals
- Organizations and Clubs:
 - OFEA
 - FFA
 - Believe in Ohio
 - Science Club
 - German Club
 - National Honor Society
 - Spanish Club
 - Scholastic Bowl Team
 - Student Council
 - Bowling Club
- Yearbook staff
- SADD - Students Against Destructive Decisions

IDENTIFICATION AND SERVICE PLAN APPROVAL

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

ST. HENRY CONSOLIDATED LOCAL SCHOOL DISTRICT RESOURCES

St. Henry Consolidated Local School District website: <http://www.sthenryschools.org/>
Mercer County Educational Service Center Gifted Service website:
<http://www.mercercountyesc.org/our-services/gifted-education/>

OHIO DEPARTMENT OF EDUCATION RESOURCES

Academic Acceleration for Advanced Learners

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners>

Resources for Parents of Gifted Children

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents>

College Credit Plus

<https://www.ohiohighered.org/ccp>

OTHER RESOURCES

Hoagies' Gifted Education website: <http://www.hoagiesgifted.org/>

The Ohio Association for Gifted Children: <http://www.oagc.com/>

The National Association for Gifted Children: <https://www.nagc.org/>

Supporting Emotional Needs of the Gifted: <http://sengifted.org/>

For additional copies of this packet and access to district forms, and other resources, go to the Mercer County Educational Service Center webpage: <http://www.mercercountyesc.org/>

<p>If you have questions, please contact your building principal or: Joan Albers, Gifted Intervention Specialist 419-678-4834</p>
