

# Fort Recovery Local Schools



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

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## **Introduction**

In keeping with our district mission to “create a culture of collective responsibility to add value for all students through academic rigor and best instructional practices in a safe, caring learning environment”, the Fort Recovery Local School District is dedicated to making educational decisions that will enable all students to learn and progress as their abilities permit.

Fort Recovery 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:

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

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

<b><u>Ability Test Component:</u></b> <b>Cognitive Abilities Test (CogAT) Form 7</b> VQN Composite	<b>Identification = 111 (K-1); 112 (2-12)</b> Screening = 110 (K-1); 111 (2-12)
<b>InView – A Measure of Cognitive Abilities</b>	<b>Identification = 112</b> Screening = 111
<b>Otis-Lennon School Ability Test – 8<sup>th</sup> Edition</b>	<b>Identification = 110</b> Screening = 109
<b>Weschler Intelligence Scale for Children. 4<sup>th</sup> Edition (WISC-IV)</b>	<b>Identification = 112</b> Screening = 111
<b>Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities</b>	<b>Identification = 112</b> Screening = 111
<b><u>Creative Thinking Checklist Component:</u></b> <b>Gifted and Talented Evaluation Scale (GATES)</b> (Creative Thinking: Section IV)	<b>Identification = 83</b> Screening = 65
<b>Gifted Rating Scales (GRS) (Creativity Scale)</b>	<b>Identification = 66</b> Screening = 60
<b>Scales for Rating the Behavior Characteristics of Superior Student (SRBCSS) (Creativity: Part II)</b>	<b>Identification = 51</b> 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><b><u>Behavioral Checklist Component:</u></b>  <b>Gifted and Talented Evaluation Scales (GATES)</b>            Section V, Items 41-50</p> <p><b>Gifted Rating Scales (GRS)</b></p> <p><b>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) in the areas of:</b>  <b>Visual Arts (Part V)</b>  <b>Music (Part VI)</b>  <b>Drama (Part VII)</b></p> <p><b><u>Performance Component:</u></b>  <b>Art Advanced Placement Scoring Guidelines (Grades 9-12 only)</b></p> <p><b>Clark’s Drawing Abilities Test (Grades 3-12 only)</b></p> <p><b>Ohio Department of Education Rubric</b>  <b>Visual Arts</b>  <b>Music</b>  <b>Drama</b>  <b>Dance</b></p> <p><b>Music Talent Assessment Process (MTAP)</b>  <b>Dance Talent Assessment Process (DTAP)</b>  <b>Theatre Arts Talent Assessment Process (TTAP)</b></p>	<p><b>Identification = 78 (all areas of VPA)</b>  <b>Screening = 57 (all areas of VPA)</b></p> <p><b>Identification = 66</b>  <b>Screening = 60</b></p> <p><b>Identification = 61</b>    Screening = 59  <b>Identification = 39</b>    Screening = 37  <b>Identification = 57</b>    Screening = 54</p> <p><b>Identification = 5</b>    Screening = 4</p> <p><b>Identification = 9</b>    Screening = 6</p> <p><b>Identification = 21</b>    Screening = 16  <b>Identification = 18</b>    Screening = 14  <b>Identification = 20</b>    Screening = 16  <b>Identification = 26</b>    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	IQ	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.) Any student in Grades K-12 may be referred for testing in superior cognitive, specific academic, or creative thinking abilities for up to 2 opportunities per year for testing (including whole grade screenings). Referral forms are online and in the district office. **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, Fort Recovery 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**

### *Differentiated Instruction*

Students in grade 2 that are identified superior cognitive are cluster-grouped for enrichment. Classroom teachers differentiate the instruction to provide more rigorous, above-grade level challenge and to meet the academic and social/emotional needs of gifted students. These classes meet the state requirements for gifted services.

### *Advanced Math*

Students in grade 3, 4 & 5 that are identified math and meet the criteria for service are cluster-grouped into a specific math class for daily instruction. The Gifted Intervention Specialist provides the math instruction for these students. These classes meet the state requirements for gifted services.

### *Advanced Reading*

Students in grade 3, 4, & 5 who are identified gifted in reading and meet the criteria for service are cluster-grouped into a specific reading class for daily instructions. The Gifted Intervention Specialist provides the reading instruction for these students. These classes meet the state requirements for gifted services.

## **Middle School Services and Opportunities**

### *Resource Room (LEAP)*

Students in grade 6 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.

### *Cluster-grouping in the Regular Classroom*

Students in grade 7 & 8 who are identified gifted in reading or meet the criteria for service are cluster-grouped into a specific Language Arts class for daily instruction. The Gifted Intervention Specialist and the classroom teacher differentiates the instruction to provide more rigorous, above-grade level challenge and to meet the academic and social/emotional needs of gifted 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**

#### *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 Chemistry – 2 credits:** The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course taken by students in a first year college course. This course is recommended to be taken immediately after the chemistry course. The course should contribute to the development of students' abilities to think clearly and to express their ideas with clarity and logic. An extensive laboratory experience is a major part of the course. A greater number of topics are covered as compared to a regular course and it is assumed that the student will spend at least six hours per week in unsupervised study. This class is open to juniors and seniors and includes lectures, homework, tests, and laboratory activities. Students in this course are expected to take the AP exam in May, with the possibility of attaining college credit. This course requires instructor approval.

**AP U.S. Government & Politics–2 credits:** American government is the study of the structure, the organization, and the function of the government on the federal, state, and local level. It considers the vast authority given to the government and also the limitations and restrictions that are placed on the power of the government officials to act in what they consider to be the best interests of the people. It puts emphasis on the importance of individual participation in government affairs, so that we will always retain a government that will satisfy the needs of all the people. This course also introduces basic economic principles, how to apply these principles, and how these principles relate to the American economic system of free enterprise. A portion of this course will focus on financial literacy (income, budgets, savings, credit, interest, and investments). Students in this course are expected to take the AP exam in May, with the possibility of attaining college credit. This is an advanced course that requires instructor approval.

**AP Calculus--2 credits:** Students learn how to find the tangent line to a circle in Geometry. In AP Calculus, students learn how to find the tangent lines to interesting curves, which leads into exploring rates of change. In previous math courses, students find the area of basic geometric shapes such as triangles, circles, and quadrilaterals. In this course, students find the area under interesting curves, which leads into finding the volume of uniquely shaped objects. A graphing calculator is a definite need. In advanced placement courses, students are expected to spend a minimum of 5 hours a week beyond class time either doing assigned problems or studying. Students in this course are expected to take the AP exam in May with the possibility of

attaining college credit. **This course is 2 periods long and includes a study hall the second semester.** The lengthened class time will allow students to work together on homework each day and to develop a better understanding of the material.

### *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.

**Advanced Biology & Genetics – 2 credits:** This advanced Biology course is designed to be equivalent to a two-semester Biology course taken during the freshmen year of college. It is designed for students that have a strong interest in, or a desire to pursue a career in, the sciences. This class will focus on three major themes: molecules and cells, organisms & populations, and genetics and evolution. This class is open to juniors and seniors and includes: written assignments, laboratory exercises, readings, projects, and tests. **This course requires extensive study outside of class**, therefore requiring extra student effort in order to successfully complete the course. **Eligible students can earn up to 8 semester hours of college credit for BIO 1090 and BIO 2121.** This course requires instructor approval.

**Anatomy & Physiology – 1 credit:** This course is open to all juniors and seniors, and is highly recommended for students interested in a health or science related career. The systems of the body will be discussed in detail, as well as medical terminology. Students will develop laboratory skills needed for college lab situations. Students will also be comparing the human anatomy to dissected specimens, including fetal pigs, sheep hearts, sheep brains, and others. Written assignments, readings, laboratory exercises, tests, and projects are included in the course. **Eligible students can earn up to 8 semester hours of college credit for BIO 1110 and BIO 1120.** This course requires instructor approval.

*Pre-requisite for college credit: ACT Science score of 20*

**English Composition (formerly English 12) - 1 credit:** This college-prep English class will work on refining students reading and writing skills. A general overview of British literature and composition improvement will be utilized to prepare students for college level English classes. The course is devoted to various genres of British literature (poetry, short stories, drama and novels) with an occasional view of world literature, as well. This is a writing intensive course, a minimum of 20 pages will be written throughout the course of the year. Compositions will be literary analysis, argument, personal narrative and a research paper. Oral presentations of different formats are given, some formal and some informal. Independent reading of student-selected material is also required. **Eligible students can earn 3 semester hours of college credit for COM 1110.** This course requires instructor approval.

**English Composition (1st semester) and Introduction to Literature (2nd semester) (formerly AP Lit & Comp) - 2 credits:** This course is split into two semesters. First semester

is a writing intensive course with the goal of fine-tuning writing skills. Compositions will be personal narratives, arguments, research-driven essays, etc. A minimum of 20 pages will be written in the course during the 1<sup>st</sup> semester. 2<sup>nd</sup> semester is an introductory college-level course in the reading and critical analysis of literature. It is concerned with language as a symbolic process and with literature as experience preserved in language. This class is offered for those students who are capable and willing readers. An intense study of literature, including the novel, short fiction, poetry, and drama will be accompanied by responding to the literature orally and through writing. At least twelve major works will be studied in depth. **Eligible students can earn up to 6 semester hours of college credit for COM 1110 and LIT 2210. Students must demonstrate above-average reading/writing skills.**

*Pre-Requisite: B or better in English 11 (Adv.)/Intro to Comp & Lit AND instructor approval*

**Computer Applications in the Workplace (CPT 1250)—1 credit:** Computer Applications will focus on Microsoft Office programs including Word, Excel, Access and PowerPoint. As a College Credit + class, students will use a college level textbook that covers all of Microsoft Office 2013. Students will be required to put what they learn into practice throughout the course to show knowledge of topics. **Eligible students can earn 3 semester hours of college credit for CPT 1250. \*\*Microsoft Office is used extensively in today’s world, and this course is recommended for all students** (highly recommended for engineering students).

### **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:

- Book Club
- Student Council
- DARE: Grade 5
- Band: Grade 5

- Spelling Bee: Grades 4 & 5
- Get Real Week
- Essay Contest
- Student 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: Cheerleading, Football, Cross Country, Volleyball, Basketball, Track & Field
- Band: 5-8, concerts, Solo & Ensemble contests
- Choir: 7-8, concerts, Solo & Ensemble contests
- DARE: grade 5
- Essay Contests: 4-8
- Get REAL Week: grades 4-8
- Scholastic Bowl: grades 6-8
- Spelling Bee: grades 4-8
- Student Council: grades 4-8
- VEX Robotics Summer Camp
- Washington D.C. trip: grade 8
- Yearbook: grades 6-8
- Middle School Book Club

#### *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, Cross Country, Softball, Basketball, Football, Swimming, Bowling, Golf, Track, Cheerleading, Volleyball, Manager/Stats
- Clubs
  - Art club
  - Chess Club
  - Drama Club
  - Math-Science Club
  - Spanish Club
  - Sports Medicine Club
- Color guard
- FBLA
- FCA
- FFA
- FTA
- National Honor Society
- SADD (Students Against Destructive Decisions)
- Scholastic Bowl
- Student Council
- The Traveling Tribe

## **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.

## **FORT RECOVERY LOCAL SCHOOL DISTRICT RESOURCES**

Fort Recovery Local School District website: <http://www.fortrecoveryschools.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: Marcia Weigel, Jocelyn Meyer or Laura Heitkamp Gifted Intervention Specialists 419-375-2815</p>
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