

**SWITZERLAND OF OHIO LOCAL SCHOOL DISTRICT
POLICY AND PLAN
FOR THE IDENTIFICATION AND SERVICE
OF CHILDREN WHO ARE GIFTED**

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.

➤ ***Superior Cognitive Ability***

Assessments the district administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

CogAT – cognitive ability test - Form 7

Grades K-1 Screen = 122 ID = 127

Grades 2-12 Screen = 123 ID = 128

Naglieri Nonverbal Ability Test 3rd Edition

Grades k-4 Screen = 121 ID = 126

Grades 5-7 Screen = 120 ID = 125

Grades 8-10 Screen = 121 ID = 126

Grades 11-12 Screen = 122 ID = 127

Iowa Assessments, Form E Achievement Test

Grades K-12 Screen = 90% -94% ID = 95% Total Composite

Wechsler Intelligence Scale for Children, 5th Edition

Ages 6-16 Screen = 122 ID = 127

Stanford-Binet Intelligence Scales - 5th Edition

Grades K-12 Screen = 122 ID = 127

➤ ***Specific Academic Ability***

Assessments the district administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):

Iowa Assessments, Form E Achievement Test Complete & Core Battery

Grades K, 1, 2, & 6 Screen = 90% -94% ID = 95%

Woodcock-Johnson IV Test of Achievement

Grades K-12 Screen = 90% -94% ID = 95%

Weschler Individual Achievement Test – 3rd Edition

Grades K-12 Screen = 90% -94% ID = 95%

➤ **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

CogAT – cognitive ability test -Form 7

Grades K-1 Screen = 106 ID = 111

Grades 2-12 Screen = 107 ID = 112

Naglieri Nonverbal Ability Test 1st Edition

Grades k-4 Screen = 107 ID = 110

Grades 5-7 Screen = 106 ID = 109

Grades 8-10 Screen = 107 ID = 110

Grades 11-12 Screen = 108 ID = 111

Scales For Rating the Behavior Characteristics of Superior Students

Grades K-12 Screen = 48-50 ID = 51

Gifted Rating Scales (GRS) - Creativity Scales

Grades K-12 Screen = 60-65 ID = 66

➤ **Visual and Performing Arts**

Assessments the district administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):

Scales For Rating the Behavior Characteristics of Superior Students

Grades K-12 Part 7 Drama Screen 54-56 ID 57 & above

Grades K-12 Part 6 Music Screen 37-38 ID 39 & above

Grades K-12 Part 5 Visual Art Screen 59-60 ID 61 & above

GATES 2 Scales Visual Art, Questions 41-50

Grades K-12 Screen = 90-110 ID = 111

Gifted Rating Scales (GRS) - Art Scales

Grades K-12 Screen = 60-65 ID = 66

ODE Rubrics For Score Performance

Grades K-12 Dance Screen = 20-25 ID = 26-30

Grades K-12 Drama Screen = 16-19 ID = 20-24

Grades K-12 Music Screen = 14-17 ID = 18-21

Grades K-12 Visual Art Screen = 16-20 ID = 21-24

➤ **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 reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
<ul style="list-style-type: none"> • Whole-grade tests 	Specific Academic, Superior Cognitive Creative Thinking	1,2,6 K,2,6 K,2,6
<ul style="list-style-type: none"> • Individually-administered tests 	Specific Academic, Superior Cognitive Creative Thinking	K-12 by referral
<ul style="list-style-type: none"> • Audition, performance 	Visual & Performing Arts	K-12 by referral
<ul style="list-style-type: none"> • Display of work 	Visual & Performing Arts	K-12 by referral
<ul style="list-style-type: none"> • Exhibition 	Visual & Performing Arts	K-12 by referral
<ul style="list-style-type: none"> • Checklists 	Visual & Performing Arts	K-12 by referral

Referral

Referral forms are sent direction to all teachers to use throughout the school year. Forms are also available on the district website and at the district Central Office upon request.

Children may be referred in writing on an ongoing basis, based on the following:

- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Child referral of peer; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)
- Children scoring at the 90th percentile or higher on the Iowa Form F Achievement test are automatically referred for further assessment.

Upon receipt of a referral, the district will:

- Parental permission will be obtained for testing after a student has been referred.
- Follow the process as outlined in this plan; and
- Notify parents of results of screening or assessment and identification within 30 days.

Screening

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic 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 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 on assessment instruments approved for use by the Ohio Department of Education, provided by other schools and/or trained personnel outside the school district.

Out of District Scores –Out of State

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 contact the building principal.

Appeal Procedure

Only a parent or guardian, or student over 18, may use the appeal process. 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
- Receipt of services.

Parents should submit a letter to the superintendent or designee outlining 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

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 the criteria. **(Include all formal services provided by the district.)**

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
	Regular Classroom with Acceleration	K-12	(See District Acceleration Policy) Identified Superior cognitive or in the area that acceleration	Teacher of Record

AP	Regular Classroom AP	11 – 12	(See District Policy for AP Courses) Identified Superior Cognitive or Identified in the subject area of the course	AP Teacher
Honors	Regular Classroom Honors	9-12	(See District Policy for Honors Courses) Identified Superior Cognitive or Identified in the subject area of the course	Honors Teacher
CCP – College Credit Plus	Regular Classroom CCP – College Credit Plus	9-12	(See District Policy) Identified Superior Cognitive or in the area of current CCP courses	Building Principal
2 nd Grade Cluster Grouping	Cluster Grouping in the Regular Classroom	2	Identified Superior Cognitive or Math	Teacher of Record
2 nd Grade Cluster Grouping	Cluster Grouping in the Regular Classroom	2	Identified Superior Cognitive or Reading/Writing	Teacher of Record
3 rd Grade Cluster Grouping	Cluster Grouping in the Regular Classroom	3	Identified Superior Cognitive or Math	Teacher of Record
3 rd Grade Cluster Grouping	Cluster Grouping in the Regular Classroom	3	Identified Superior Cognitive or Reading/Writing	Teacher of Record
Horizon Program	Resource Room/Pull Out	4-8	Identified in the area of Superior Cognitive and/or Identified in 2 Academic areas, one must be Language or Reading.	TAG Teacher

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services the request should be written by the parent to the Coordinator of Gifted Services or the building administrator. If children request to withdraw, parents will be notified.

Written Educational Plans

Written Education Plans will be provided by either the Gifted Intervention Specialist or the Coordinator of Gifted Services.

Service Provided:

Regular Classroom with Acceleration – Grades k-12 led by Regular Classroom Teacher

Regular Classroom AP – Grades 11-12 led by AP Teacher
Regular Classroom Honors – Grades 9-12 by Honors Teacher
Regular Classroom CCP – College Credit Plus – Grades 9-12 led by CCP Instructor
Cluster Grouping in the Regular Classroom – Grade 2-3 led by Classroom Teacher or GIS Teacher
Resource/Pull-Out Room led by Gifted Intervention Specialist (GIS)
Grades 4 – 8 - full day – one day a week

Goals for students for service:

Individual Goals are developed for each student to fit the areas of service.

Method of Evaluation:

The GIS or Teacher of Record will create a report showing the students’ progress on mastering the goals listed on WEP.

Method and Schedule for Reporting Progress:

A progress report the Horizon Program will be mailed to parents twice; one at the middle and the other at the end of the school year. Progress reports for Acceleration, AP, CCP and Cluster Grouping will be sent home on a 9 weeks bases,

Staff Responsible for ensuring delivery of each service prescribe:

Gifted Intervention Specialist (GIS) – Horizon Program

Teacher of Record – Acceleration, AP, CCP, and Cluster Grouping

Policies regarding waiver of assignments and re-scheduling of test:

Students are not responsible for homework assigned during the time they are in attendance to the Horizon program. Students are responsible for the knowledge that is covered in the regular classroom during the time they are in the gifted program. Tests that students miss due to the gifted program must be made up the next day of the regular class at a time that is to be arranged with the regular classroom teacher.

Review Date for WEP:

The review of the WEP is set up in the last week of May each year.

Copy of WEP:

A copy of the WEP will be sent to the Parent or Guardian.

A copy is kept on file in the School office for the Principal and teaching staff.

A Copy is sent to the Coordinator of Gifted Services.

The GIS/Teacher of Record will keep a copy of the WEP on file in the pullout classroom.

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.

IDENTIFICATION AND SERVICE PLAN APPROVAL

District identification and service plans must be approved by the School Board of the District. Once a plane has been approved it must sent to the Ohio Department of Education. Changes in identification

and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision.

If you have questions, please call your building principal or
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