

Identifying Gifted Children cont'd

GENERAL

The District accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district.

SERVICES

The District ensures equal opportunity for all District students identified as gifted to receive any services offered by the District. Service placement criteria shall be consistently applied as specified in the screening and identification criteria. Placement for District Services shall match the criteria used in determining eligibility. The Riverside Local School District acknowledges that gifted students have diverse needs and strives to offer a continuum of services as appropriate for students.

All gifted services in the District shall be delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code.

• **SERVICES OFFERED:** The District offers 4th and 5th grade Self-Contained Gifted Classrooms. In grades 6-12, some students are served by Honors and AP classes. Enrolling in Honors or AP does not necessarily constitute gifted service. Students must be identified in their area of service to be considered receiving gifted service.. Grade and subject acceleration are available in K-12.

• **“WEPs”:** Any student receiving gifted services will receive a Written Education Plan (WEP) that is created by the Gifted Team. Parents will receive a copy of this plan during the first quarter and updates will be made annually at a minimum.

• **CRITERIA FOR SERVICE:** In grades 4 and 5, students must have an IQ and/or Achievement score in Math or Reading that identifies them as gifted under ODE gifted regulations. The same criteria are used to qualify students for the Honors Program track which begins in grade 6. To be considered for grade or subject acceleration, a parent or teacher request for testing is made. The Acceleration team then uses available data, including standardized testing from the ODE approved instrument list, as well as the IOWA acceleration scale to determine what placement will best meet the needs of the student. If acceleration is deemed necessary, an Acceleration Plan is then put into place.

REFERRAL

The District ensures there are ample and appropriate scheduling procedures for assessments and reassessment using the following:

- Group Tests
- Individually-Administered Tests
- Audition, Performance
- Display of Work
- Exhibition
- Checklists

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

- Child Request (self-referral)
- Teacher Recommendation
- Parent/Guardian Request
- Other (e.g., psychologist, principal, gifted coordinator, etc.)

Upon receipt of a referral, the District will:

- Follow the process as outlined in this brochure
- Notify parents of the results of screening or assessment within 30 days of the receipt of assessment results. Parents will generally be notified by mail. Any questions

regarding the results should be directed to the building principal or Gifted Services Coordinator.

The District shall provide at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.

Referral forms may be obtained from the building principal.

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. The request should be submitted in writing to the building principal. Parents and/or guardians of transfer students who are assessed shall 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 building principal or Gifted Services Coordinator. The Riverside Local School District accepts outside testing data that follows Ohio Revised Code 3324.01-.07

WITHDRAWAL

If at anytime, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

APPEAL PROCEDURE

An appeal by the parent 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 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).

SPECIAL POPULATIONS

The District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, ESL students, economically disadvantaged students, disabled students, or any other student with 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. All tests used must be on the current *Chart of Approved Gifted Identification/Screening Instruments* (per ODE).

If you have any questions, regarding how Riverside Local Schools identifies gifted children, please contact your building principal or the Assistant Superintendent of Curriculum and Instruction, at (440) 352-0668, ext. 100.

This brochure outlines the Riverside Local School District's Policy & Plan for identifying gifted children and includes information taken directly from the Ohio Department of Education's brochure: Identification of Children Who Are Gifted, Excerpt from HB 282.

IDENTIFYING GIFTED CHILDREN



“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.

Under Section 3324.03 of the Ohio Revised Code, students in grades kindergarten through 12 are identified as gifted in one or more of the following abilities:

Superior Cognitive Ability

Specific Academic Ability

Creative Thinking Ability

Visual or Performing Arts Ability



Our Mission...

Through a culture of excellence, engage students in world-class educational opportunities empowering them to function responsibly in our global society.

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Identifying Gifted Children

SCREENING AND ASSESSING

The District uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in one or more of the following areas:

- Superior Cognitive Ability*
- Specific Academic Ability*
- Creative Thinking Ability*
- Visual or Performing Arts Ability*

Annually, children who are gifted are identified by professional qualified persons using a variety of approved assessment procedures. 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.

Stage I — PRE-ASSESSMENT

The pre-assessment part of identifying gifted students involves gathering student data from a variety of sources including teacher and parent nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are involved in the pre-assessment pool.

By using the pre-assessment process, the District ensures equal access to screening and further assessment by all District children. The pre-assessment process also includes culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.

Stage II — ASSESSMENT FOR SCREENING

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary.

In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if an evidence of possible giftedness exists for that student and conduct necessary additional assessments.

District-determined cut-off scores to move students from the screening stage to the assessment stage are lower than the scores necessary for identification. Parents must be notified within thirty days of the results of screening.

Stage III — ASSESSMENT FOR IDENTIFICATION

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code; and as described in the Gifted Identification pamphlet.

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.

Giftedness:	Definition:	Screening Instrument(s):	Screening Criteria:	Identification Instrument(s):
<i>Superior Cognitive Ability</i>	If the student did either of the following within the preceding 24 months: <ul style="list-style-type: none"> • 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 ... or ... • Accomplished any one of the following: <ul style="list-style-type: none"> – Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test ... or ... – Performed at or above the 95th percentile (95%ile) 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. 	<ul style="list-style-type: none"> • Test of Cognitive Skills (InView screening is done as whole grade testing in grades 3, 5, 7 and 9.) <ul style="list-style-type: none"> • TerraNova • Any other instrument listed on the ODE chart of approved instruments as needed for special situations. 	<ul style="list-style-type: none"> • CSI \geq 123 • Total/Composite Score \geq 93%ile 	<ul style="list-style-type: none"> • InView • Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV), if needed. • Any other instrument listed on the ODE chart of approved instruments as needed for special situations.
<i>Specific Academic Ability</i>	Superior to children of a similar age in a specific academic ability field if within the preceding 24 months the student performs at or above the 95th percentile (95%ile) 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: math ... science ... reading, writing (or a combination of the two) ... social studies ... visual and performing arts.	<ul style="list-style-type: none"> • TerraNova screening is done as whole grade testing in grades 2, 3, 4, 6, 7 and 9. • Any other instrument listed on the ODE chart of approved instruments as needed for special situations. 	<ul style="list-style-type: none"> • Subject Area \geq 93%ile 	<ul style="list-style-type: none"> • TerraNova • Woodcock Johnson Tests of Achievement-III (WJIII) • Any other instrument listed on the ODE chart of approved instruments as needed for special situations.
<i>Creative Thinking Ability</i>	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: <ul style="list-style-type: none"> • Attained a sufficient score, as established by the Department of Education, on an approved individual or group test of creative ability ... or ... • Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of creative behaviors. 	<ul style="list-style-type: none"> • Test of Cognitive Skills (InView) 	<ul style="list-style-type: none"> • CSI \geq 115 ... or ... • One standard deviation above the mean on total score of other intelligence tests on the ODE chart of approved instruments. 	<ul style="list-style-type: none"> • Gifted and Talented Evaluation Scale (GATES), Section IV, items 21-30 • Any other instruments as listed on the ODE chart of approved instruments for creative ability or a checklist of creative behavior.
<i>Visual or Performing Arts Ability</i>	Superior to children of a similar age if the student has done both of the following: <ul style="list-style-type: none"> • 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 ... • Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area. Students may be nominated for identification in areas such as drawing, painting, sculpting, music, dance, drama, by school personnel, parents/guardians, and students (self and peer nominations). A nomination form is available at the District office.	<ul style="list-style-type: none"> • Gifted and Talented Evaluation Scale (GATES), Section IV, items 41-50 • Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), 1997 version <ul style="list-style-type: none"> • Creativity: Part II • Artistic: Part V • Musical: Part VI • Dramatic: Part VII 	<ul style="list-style-type: none"> • GATES \geq 57 	<ul style="list-style-type: none"> • GATES • SRBCSS • Behavior Checklist • Performance Measures: Superior ability in a visual or performing arts area demonstrated to a trained individual through a display of work, an audition, or other performance/exhibition, on one of the following: <ul style="list-style-type: none"> Visual Art: ODE Guidelines or any other instrument listed on the ODE chart of approved instruments as needed. Music: ODE Music Audition/Performance Rubric for Scoring, or Music Talent Assessment Process (MTAP) Dance: ODE Guidelines and Rubric for Scoring Dance/Performance or Dance Talent Assessment Process (DTAP) Drama/Theater: ODE Drama/Theatre Audition/Performance Rubric for Scoring, or Theatre Talent Assessment Process (TTAP)