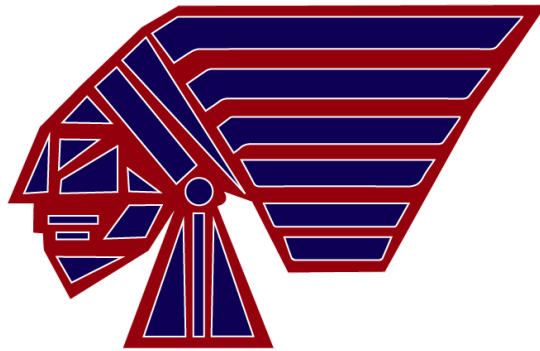


***DISTRICT PROCESS & PLAN
FOR THE
IDENTIFICATION & SERVICES
FOR CHILDREN
WHO ARE GIFTED***



PIQUA CITY SCHOOLS

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DISTRICT PROCESS AND PLAN FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED

DEFINITION

“Gifted” refers to 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.

PROCESS FOR GIFTED IDENTIFICATION

Piqua City Schools uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

REFERRALS

Piqua City Schools ensures there are ample and appropriate scheduling procedures for assessments and reassessments using:

- Group or individually administered tests
- Audition or performance
- Display of work or exhibition
- Checklists

Children may be referred on an ongoing basis, through any of the following:

- Child request (self-referral) or child referral of peer
- Teacher recommendation or parent/guardian request
- Other (e.g., psychologist, community members, principal, gifted services, etc.)

Referral forms are available on the Piqua City Schools website and in each school office.

Upon receipt of a referral, Piqua City Schools will follow the process as outlined in this information about gifted identification. Parents will be notified of the screening or assessment and identification results.

Piqua City Schools shall provide at least two opportunities a year for testing.

Stage 1: SCREENING (First Testing)

Whole grade level testing is administered in the screening stage, in grades 2 and 6.

If a student meets Ohio’s criteria for gifted identification in the screening stage, no further testing is required. Parents must be notified within thirty days of the school’s receipt of screening results.

Stage 2: ASSESSMENT (Second Testing)

When the screening results are not conclusive or a student has been referred as potentially gifted, the student moves to the next stage of the identification process, called assessment. During the assessment phase, the student is given an appropriate test (see Assessment Instruments Used for Gifted Identification below). Only students who score at or above Piqua City Schools cut-off score, but below the state identification score, will be “assessed” (e.g., re-tested) for giftedness. Parents must be notified within thirty days of the testing results. Piqua City Schools uses the criteria established by the State of Ohio for identification in all areas.

ASSESSMENT INSTRUMENTS USED FOR GIFTED IDENTIFICATION

Piqua City Schools uses the following testing instruments for screening and identification. Piqua City Schools makes every effort to insure that tests reflect accurate aptitude/achievement, in students with physical and sensory disabilities that assessments used are valid for special populations, and that students are administered tests in their native language when possible. All tests are administered by qualified personnel. Criteria for gifted services may be higher than that for gifted identification.

SUPERIOR COGNITIVE ABILITY

Instrument	Screening Criteria	Identification Score
Whole-Grade Screening: Inview-A Measure of Cognitive Abilities	Grade 2: 126 Grade 6: 126	Grade 2: 128 Grade 6: 128
Cognitive Abilities Test (CogAT), Form 7	Grade K: 125 Grades 1 & 2: 126 Grade 3: 125 Grades 4-6: 126 Grades 7-12: 126	Grade K: 127 Grades 1 & 2: 128 Grade 3: 127 Grades 4-6: 128 Grades 7-12: 128
Naglieri Nonverbal Ability Test, 3 rd Edition (NNAT3)	Grades K-4: 124 Grades 5-7: 123 Grades 8-10: 124 Grades 11-12: 125	Grades K-4: 126 Grades 5-7: 125 Grades 8-10: 126 Grades 11-12: 127
Weschler Intelligence Scale for Children, 5 th Edition (WISC-V) Ages 6-16	Full Scale IQ: 125 General Ability: 124	Full Scale IQ: 127 General Ability: 126
Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities	Grades K-12: 125	Grades K-12: 127

SPECIFIC ACADEMIC ABILITY

Instrument	Screening Criteria	Identification Score
Whole-Grade Screening: Terra Nova, Third Edition (Reading and Math only):	Grade 2: 93%ile Grade 6: 93%ile	Grade 2: 95%ile Grade 6: 95%ile
ACT		Grades 11-12: 95%ile
Iowa Test of Basic Skills (ITBS), Form E	Grades K-8: 93%ile	Grades K-8: 95%ile
Woodcock-Johnson IV, Test of Achievement	Grades K-12: 93%ile	Grades K-12: 95%ile

CREATIVE THINKING ABILITY

To be identified as gifted for creative thinking, a student must score in the identification range on an approved cognitive ability assessment and on an approved behavioral checklist

Instrument	Screening Criteria	Identification Score
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)-Part II Creativity Characteristics	48-50	51

VISUAL OR PERFORMING ARTS ABILITY

To be identified as gifted in the visual and performing arts, a student must score in the identification range on an approved behavioral checklist and on a Display of Work portfolio evaluation.

Behavioral Checklist: Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	Screening Criteria	Identification Score
Part V Artistic Characteristics	59-60	61
Part VI Musical Characteristics	37-38	39

Part VII Dramatics Characteristics	54-56	57
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Display of Work, Audition and/or Performance with Trained Individual using:	Screening Criteria	Identification Score
ODE Rubric for Scoring Dance	20-25	26
ODE Rubric for Scoring Drama/Theatre	16-19	20
ODE Rubric for Scoring Music	14-17	18
ODE Rubric for Scoring Visual Arts	16-20	21

TRANSFER STUDENTS

Piqua City Schools accepts identification scores from other Ohio public schools using assessment instruments approved for use by the Ohio Department of Education. Piqua City Schools accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other (private or out of state) school districts and/or trained personnel outside the school district when the test date is within 24 months. Piqua City Schools also ensures that any child transferring into Piqua City Schools will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal who will notify the Gifted Services Department of the request.

DISTRICT PROCESS AND PLAN FOR THE SERVICE OF CHILDREN WHO ARE GIFTED

According to Ohio law, all districts must identify students who are gifted. Once students are identified however, districts are not required to offer any services, but may choose services that best meet the needs of their district. Piqua City Schools recognizes the importance of ensuring that gifted students are served by qualified teachers who understand their needs. Gifted Intervention Specialists (GIS) collaborate with staff on effective academic strategies and supports for students and provide services to gifted students in accordance to the requirements determined by the Ohio Department of Education and outlined by the Operating Standards for Identifying and Serving Gifted Students (OAC 3301-51-15). Any general education teachers who are deemed service providers will receive specialized training in gifted education to meet state-outlined competencies. The following are services offered by Piqua City Schools which shall be provided with equal opportunity to all eligible identified gifted students.

SERVICE CONTINUUM

Grades 1-3

All students in Grades 1-3 who are identified as gifted in Superior Cognitive Ability, Reading, Math or Creative Thinking receive gifted services based on their needs. Students are cluster grouped in a classroom(s) with the classroom teacher providing differentiation and receiving ongoing support from the Gifted Intervention Specialist (GIS) or the GIS pushing into the classroom for enrichment for Reading and Math instruction. Students tested individually are placed in a cluster group at a date decided upon by the child's parent(s), teacher(s) and school Administrator(s), usually at the beginning of the next marking period. All served gifted students in grades 1-3 will have a Written Education Plan which may include any gifted students needing additional affective support (e.g., study skills, social skills, and stress management). The Written Education Plans will be created by input from both the general education teacher as well as the GIS who is supporting the gifted identified students in the classroom(s).

Grades 4-6

All students in Grades 4-6 who are identified as gifted in Superior Cognitive Ability, Reading, Math or Creative Thinking receive gifted services based on their needs. Students are cluster grouped in a classroom(s) with the classroom teacher providing differentiation and receiving ongoing support from the Gifted Intervention Specialist (GIS) or the GIS pushing into the classroom for enrichment for Reading and Math instruction. Students tested individually are placed in a cluster group at a date decided upon by the child's parent(s), teacher(s) and school Administrator(s), usually at the beginning of the next marking period. All served gifted students in grades 4-6 will have a Written Education Plan which may include any gifted students needing additional affective support (e.g., study skills, social skills, and stress management). The Written Education Plans will be created by input from both the general education teacher as well as the Gifted Intervention Specialist who is supporting the gifted identified students in the co-teaching classroom(s).

Grades 7-8

All students in grades 7-8 who are identified as gifted in Superior Cognitive Ability, Creative Thinking, Reading, or Math receive gifted services based on their needs. Students are cluster grouped in an array of possible classes to meet their individual identification areas as well as to meet their individual needs. There may also be students who are not identified as gifted in these classrooms; however, the teacher provides differentiated instruction for the gifted students. All students in grades 7-8 who are identified as gifted in Superior Cognitive Ability, Creative Thinking, Reading, or Math are automatically cluster grouped at the beginning of each school year unless service has been waived per parent request and at the receipt of a signed "Waiver of Gifted Services" form by the Coordinator of Gifted Services. Students tested individually are placed in a cluster group at a date decided upon by the child's parent(s), teacher(s), Administrator(s) and Coordinator of Gifted Services, usually at the beginning of the next marking period. All serviced gifted students in grades 7-8 will have a Written Education Plan which may include any gifted students needing additional affective support (e.g., study skills, social skills, and stress management). The Written Education Plans will be created by input from both the general education teacher(s) as well as the Coordinator of Gifted Services who is supporting the gifted identified students as well as the general education teachers at the Junior High School.

Grade 9-12

All students in grades 9-12 who are identified as gifted in Superior Cognitive Ability, Creative Thinking, Reading, Math, Science, or Social Studies receive gifted services based on their needs. Students are cluster grouped in Honors or AP classes for reading, math, science, and social studies instruction. There may also be students who are not identified as gifted in this classroom, but the teacher provides differentiated instruction for the gifted students. In addition, all students in grades 9-12 who are identified as gifted in Superior Cognitive Ability, Creative Thinking, Reading, Math, Science, or Social Studies are served in College Credit Plus classes both at Piqua High School and/or at area colleges and universities. All students in grade 9-12 who are identified as Superior Cognitive Ability are automatically cluster grouped in reading, math, science and social studies at the beginning of each school year unless service has been waived per Parent Request and at the receipt of a signed "Waiver of Gifted Services" form by the Coordinator of Gifted Services. All students in grades 9-12 who are identified as gifted in Reading, Math, Science, and/or Social Studies are automatically cluster grouped in the appropriate subjects at the beginning of each school year unless service has been waived per parent request and at the receipt of a signed "Waiver of Gifted Services" form by the Coordinator of Gifted Services. Students tested individually are placed in a cluster group at a date decided upon by the child's parent(s), teacher(s) and Administration, usually at the beginning of the next marking period. All served gifted students in grades 9-12 will have a Written Education Plan which may include any gifted students needing additional affective support (e.g., study skills, social skills, and stress management). The Written Education Plans will be created by input from both the general education teacher(s) as well as the Coordinator of Gifted

Services who is supporting the gifted identified students as well as the general education teachers at Piqua High School.

Honors (Pre-AP) and Advanced Classes – Piqua High School Grade 9-12

Honors (Pre-AP) and Advanced courses, which are more challenging than other high school college-preparatory classes, are offered in English, Math and Science.

Advanced Placement Classes – Piqua High School

Advanced Placement (AP) courses are offered at Piqua High School in English, Math, Science and Social Studies. These classes are college-level courses that may enable students to waive one or more college courses, depending on the student's score on the AP test and a college's policy in this area.

College Credit Plus – Piqua High School or College/University

College Credit Plus (CCP) courses are offered at Piqua High School and available through area colleges and universities. These classes enable students to gain college credit that may transfer to other institutes of higher learning depending on their transfer policies.

Early Entrance to Kindergarten

All students, including those who have been identified as gifted, are eligible to be tested and considered for possible Early Entrance to Kindergarten. A student may be considered for admission to Kindergarten before s/he has reached the district's cut-off age and date for Kindergarten. Parents should contact the gifted services department or building administrator for a referral form or for more information on the early entrance process as defined by the Piqua Board Policy Manual (Policy 5112). Any student who enters Kindergarten early will receive a Written Acceleration Plan (WAP) for that year.

Grade Acceleration

All students, including those who have been identified as gifted, are eligible to be tested and considered for grade acceleration. A student may be considered for moving to a higher grade level than would normally be expected for the current year, skipping a grade in school (e.g., moving from 3rd to 5th grade over the summer or starting the year in 2nd grade, moving to 3rd grade during the year, and moving on to 4th grade after the summer). Parents, teachers, students, etc. should contact the gifted services department or building administrator for a referral form or for more information on the grade acceleration policy as defined by the Piqua Board Policy Manual (Policy 5410). Any student who grade accelerates will receive a Written Acceleration Plan (WAP) for that year.

Subject Acceleration

All students, including those who have been identified as gifted, are eligible to be tested and considered for subject acceleration. A student may be considered for subject acceleration for placement in a classroom with other students who are at a higher grade level (e.g., a Kindergarten student going to a 1st grade room for math). Parents, teachers, students, etc. should contact the gifted services department or building administrator for a referral form or for more information on the grade acceleration policy as defined in the Piqua Board Policy Manual (Policy 5410). Any student who subject accelerates will receive a Written Acceleration Plan (WAP) for that year.

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Early Graduation

All students, including those who have been identified as gifted, are eligible to be considered for early graduation. Parents, teachers, students, etc. should contact the gifted services department or building administrator for a referral form or for more information on the early graduation policy as defined by the Piqua Board Policy Manual (Policy 5464). Any student who is approved for early graduation will receive a Written Acceleration Plan (WAP) for that year.

Postsecondary Enrollment Option

All students, including those who have been identified as gifted, are eligible to be considered for the postsecondary enrollment option. Parents and/or students should contact the high school guidance department for more information on the postsecondary enrollment option as defined in the Piqua Board Policy Manual.

Credit Flex

All students, including those who have been identified as gifted, are eligible to be considered for credit flex. Parents and/or students should contact the high school guidance department for more information on credit flex as defined in Piqua High School policy.

Educational Options

All gifted middle and high school students are eligible to be considered for service using educational options. Parents and/or students should contact the Gifted Services Department or building administrator for more information on educational options as defined in the Operating Standards for Ohio's Schools (OAC 3301-35-06G).

WITHDRAWAL FROM SERVICE

If at any time, a parent/guardian wishes for his/her child to withdraw from gifted programs or services, the request should contact the Gifted Services Department to obtain a "Request to Withdraw from Gifted Services" form which will need to be signed by a parent/guardian and returned to the Gifted Services Department. If a student requests to withdraw, parents will be notified.

In the case of any proposed withdrawal from the gifted program, an exit conference could be held. Parents, current teacher, receiving teacher, an administrator or guidance counselor and gifted services will be invited to this exit conference. If no conference is held, a waiver of service must be signed by the parent and placed in the student's gifted file.

APPEAL PROCEDURE

An appeal by the parent is the reconsideration of the results of any part of the identification or service process which would include:

- Testing/evaluation procedure or testing instrument (which results in identification)
- The scheduling of children for testing/evaluation
- The placement of a student in any program or service
- Services received

Parents should submit a letter to the gifted services department outlining the nature of the concern. A meeting will be scheduled with the parent/guardian, which may include other school personnel. The gifted services department and the Superintendent will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

WRITTEN EDUCATION PLAN (WEP)

All students receiving gifted services will have a WEP on file. Parents and appropriate teachers of the student will receive copies. The WEP shall describe services to be provided and specify staff responsible. Goals, homework waivers (when applicable), methods for evaluating progress and schedule for reporting progress will be included.

At the beginning of each school year, classroom teachers write Written Education Plans (WEPs) for students who receive Gifted Services. Each student's WEP contains:

- A description of services provided to the student
- Goals for the student in each gifted area
- Methods for evaluating the student's progress toward each goal
- Staff responsible for ensuring delivery of each service prescribed
- Policies regarding waiver of assignments and re-scheduling of tests, if the student misses an assignment or test because of a gifted class

Written Plans are given to parents by the student's homeroom teacher at Fall Conferences or sent home with 1st quarter report cards. Each student is evaluated by his/her classroom teacher, according to the goals in his/her Written Evaluation Plan, at the end of each semester. These reports are sent home with 2nd and 4th Quarter Report Cards.