MINFORD 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):

InView: – A Measure of Cognitive Abilities Whole Grade Screening Grades 2 and 6
Screening: 126+ Identification 128

Wechsler Intelligence Scale for Children (WISC-V) Full Scale IQ-
Screening 126+ Identification 128

- **Specific Academic Ability**

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

TerraNova Third Edition, Complete Battery Whole Grade Screening Grades 2 and 6

Reading Screening 93rd percentile ID 95 percentile
Math Screening 93rd percentile ID 95 percentile
Science Screening 93rd percentile ID 95 percentile
Social Studies Screening 93rd percentile ID 95 percentile

All Students in Grades 1-12, 3 times a year
STAR Reading- Reading Pre-Screening 93% percentile ID 95 percentile
STAR Math-Math Reading Pre-Screening 93% percentile ID 95 percentile

- **Creative Thinking Ability**

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

InView: – A Measure of Cognitive Abilities
Screening: 110+ Identification 112

Wechsler Intelligence Scale for Children (WISC-V) Full Scale IQ
ID 128

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part II Creativity)
Screening 48 - 50 ID 51 and above

- **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):

Performance Component
Ohio Department of Education Rubric
Visual Arts Screening 16 - 20 Identification 21 - 24
Drama Screening 16 - 19 Identification 20 - 24
Music Screening 14 – 17 Identification 18 – 21
Dance Screening 20-25 Identification Score 26-30

Checklist Component
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part V)
Visual Art Screening 59 - 60 Identification 61 and above
Drama Screening 54 - 56 Identification 57 and above
Music Screening 37 - 38 Identification 39 and above

Gifted and Talented Evaluation Scales (GATES) Dance, items 41-50
Dance Screening 57-77 Identification 78 and above

- **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)
• Whole-grade tests	Reading / Math / Sci/ SS SC/SA /CT	2 , 6
• Whole Grade	Reading & Math	1-12
• Individually-administered tests	All Subjects SC,SA,CT	K-12 per request
• Audition, performance	Art, Music	Winter Spring K-12
• Display of work	Art	K-12
• Exhibition		
• Checklists	Creative Thinking, Art, Music, Drama	Spring K-12

Referral

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.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure; 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 when a parent, teacher or student makes a request.

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 contact 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
- 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
	Guidance Services			
	Regular Classroom ***Cluster Group***	3-8	Identification using district ID scores from pages 1-2 of this document in SC, SA (Reading & Math)	
	Regular Classroom ***with Acceleration***		Iowa Acceleration Scale	
	Regular Classroom ***AP***	9-12	Identification using district ID scores from pages 1-2 of this document in SC, SA (AP Calculus, AP Government, AP English III, AP English IV)	Regular Teachers who are AP Trained with the approved course
	Regular Classroom ***PSEO and/or Dual Enrollment***	9-12	Identification using district ID scores from pages 1-2 of this document (Statistics, Government, English, Advanced Mathematics)	College / University Support
	Guidance Services			

Withdrawal

If at any time 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.

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 score 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 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.

If you have questions, please call your building principal or
Leah Compan, Elementary School Guidance Counselor 740-820-2182
Brittyn Saunders, High School Guidance Counselor 740-820-3445
Lacey Ratcliff, Middle School Guidance Counselor 740-820-2225
Amy O'Dell, Curriculum Supervisor 740-820-4203