

***DISTRICT POLICY
FOR THE IDENTIFICATION OF AND
SERVICES FOR
STUDENTS WHO ARE GIFTED***



**HILLSDALE LOCAL SCHOOLS
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Jeromesville, OH 44840
Mr. Steve Dickerson
Superintendent**

HILLSDALE LOCAL SCHOOLS

DEFINITION of GIFTED

"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

ASSESSMENT INSTRUMENTS USED FOR GIFTED IDENTIFICATION

The district only uses assessment instruments (tests) for screening and identification approved by the Ohio Department of Education. To ensure that the test results accurately reflect each student's aptitude or achievement level, tests have also been included that will allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities, and students for whom English is a second language. Where necessary, tests are administered in a student's native language, if interpreters are available.

Tests used in the district for screening and identification are included in the following document.

Hillsdale Local Schools also acknowledges the standard error of measurement (SEM) on these tests in generating eligibility scores. Initial identification must be based on identification instrument result no older than 24 months. Ohio Revised Code 3324.01-.07.

SPECIAL POPULATIONS

Hillsdale Local Schools makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English as a Second Language (ESL) students, economically disadvantaged students, homeless students, disabled students, students with physical or sensory disabilities and any other student who may have 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. For example, an ESL student may be assessed using a nonverbal assessment instrument. If necessary, translators shall be secured for students who need accommodations. Only tests that are valid for special populations shall be used for students from diverse backgrounds. All tests used must be on the current ***Chart of Approved Gifted Identification/Screening Instruments*** (Ohio Department of Education).

Superior Cognitive Ability

A student shall be identified as exhibiting "superior cognitive ability" if the student did either of the following within the preceding 24 months:

- 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 on an approved standardized group intelligence test;
- Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of an approved, nationally normed achievement test;
- Attained an approved score on one or more above-grade level standardized, nationally normed approved tests.
 - Otis-Lennon School Ability Test – 8th Edition
Screen = 125 ID = 126
 - Wechsler Intelligence Scale for Children, Fourth Edition (WISI IV), grades ages 6 ½ - 16 ½
Screen = 126 ID = 127
 - Wechsler Pre-School Primary Scales of Intelligence, Third Edition
Screen = 126 ID = 127
 - Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities (including NU edition) grades K-12
Screen = 126 ID = 127

Specific Academic Ability

A student shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if within the preceding 24 months the student:

- Performs at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. (mathematics, science, reading, writing, or a combination of both, or social studies)
- Performed at or above the 95th percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.
 - ACT Assessment Program (AAP)
Screen = 90 ID = 24, grades 6-8; ID = 26, grade 9; ID = 30, grade 10; ID = 33, grades 11-12
 - Explore, grades 3-8
Screen = 90 ID = 95
 - Plan, Grade 10
Screen = 90 ID = 95
 - Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), grades 10-11
Screen = 90 ID = 95
 - SAT I Reasoning Test
Screen = 90 ID = 450 v&m - grades 6-8; 550 v&m - grade 9; 700 v&m - grades 10-12
 - Stanford Achievement Test – 10th Edition;
Screen = 94 ID = 95
 - Wechsler Individual Achievement Test – 3rd Edition, grades K-12
Screen = 94 ID = 95
 - Woodcock-Johnson III (WJIII), Tests of Achievement and NU edition, grades K-12
Screen = 94 ID = 95

Creative Thinking Ability

A student shall be identified as exhibiting “creative thinking ability” superior to children of a similar age, if within the previous 24 months the child scored one standard deviation above the mean, minus the standard of error of measurement, on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by Ohio Department of Education, on an approved individual or group test of creative ability;
- Exhibited sufficient performance, as established by Ohio Department of Education, on an approved checklist by a trained individual of creative behaviors. *Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.*
 - Otis Lennon School Ability Test - Grades K - 12
Screen = 109 ID = 110
 - Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities and NU edition, grades K-12
Screen = 110 ID = 112
 - Gifted and Talented Evaluation Scales (GATES) - (Section 4, items 21-30)
Screen = 65 ID = 83
 - Gifted Rating Scales, grades K-12
Screen = 60 ID = 66

Visual and Performing Arts Ability

A student shall be identified as exhibiting “visual and performing arts ability” superior to that of children of similar age if the child has both of the following:

- 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 to a trained individual sufficient performance, as established by Ohio Department of Education, on an approved checklist of behaviors related to a specific arts area. These areas are drawing, painting, sculpting, music, dance and drama. *Note: The Ohio Department of Education’s Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts shall be used during the identification process in this category. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the particular arts area (s).*
 - Gifted and Talented Evaluation Scales (GATES), (Section 5, Items 41-50) grades K-12
Screen = 57 ID = 78
 - Ohio Department of Education Rubric for Scoring: dance, drama, art or music audition/performance , grades K-12
Screen and ID = per ODE
 - Display of work: Ohio Department of Education Rubric
Screen and ID = per ODE

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:

- Whole-grade tests
- Individually-administered tests
- Audition, performance
- Display of work
- Exhibition
- Checklists

REFERRALS

The district ensures that there are ample and appropriate scheduling procedures for assessment and retesting using:

- Group ability and achievement tests
- Individual ability/achievement tests
- Audition, performance
- Display or work; and
- checklists

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.)

Referrals are available in all buildings. Upon receipt of a referral, **the Hillsdale Local Schools** will:

- Secure permission from the parent and/or guardian for testing,
- Schedule the student for assessment
- Provide for at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students.

After assessment for screening/identification:

- Notify parent and/or guardian about the results of any screening or assessment instrument within 30 days; and
- Notify the parents and/or guardian about the appeal procedure.

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 STATE 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.

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
TAG Program	Co-teaching Cluster Group and GIS	5 th 6 th graders Math/reading	Superior Cognitive/Creative Thinking	Regular Ed.Teacher/GIS
TAG Program	Resource Room/Pull Out	5 th and 6 th	Superior Cognitive or Creative Thinking	Regular Ed. Teachers/GIS

WRITTEN EDUCATION PLANS

When students identified as gifted are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

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 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 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
 Gifted and Talented Consultant at
 Tri-County Educational Service Center
 330-345-6771