

## District Contact Information

**Sandra M. Plantz,  
Gifted Coordinator**

**Gallia County Local Schools  
230 Shawnee Lane  
Gallipolis, OH 45631**

**Phone: 740-446-7917**

**Fax: 740-446-8182**

**Email: [gl\\_splantz@seovec.org](mailto:gl_splantz@seovec.org)**

**District Website Address:  
[www.gallialocal.org](http://www.gallialocal.org)**

---

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

---

Information for Parents

**Gallia County Local Schools**



**Talented & Gifted**

**Board Approved: July 23, 2012**

## IDENTIFICATION

---

### DEFINITION- Ohio Revised Code Section 3324.01

“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.

(C) “School district” does not include a joint vocational school district.

(D) “Specific academic ability field” means one or more of the following areas of instruction:

- Mathematics
- Science
- Reading, writing, or a combination of these skills
- Social studies
- Visual and performing arts

### IDENTIFICATION CRITERIA

#### Ohio Revised Code Section 3324.03

The Board of Education of each school district shall identify gifted students in grades kindergarten through 12 as follows:

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;
- Accomplished any one of the following:
  - Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test; , so with on that test)
    - Example: **Normal IQ**= 100  
**One standard deviation above the mean** on *InView Cognitive Assessment* used by the district = 116

**Two standard deviations above the mean** on *InView Cognitive Assessment* used by the district = 132

**Standard error of measurement (SEM)** on the *InView Cognitive Assessment* used by the district has a SEM of 4+/- points; therefore the IQ top range to qualify as Superior Cognitive is 128+ ( $132-4=128$ )

- Performed at or above the 95<sup>th</sup> percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test;
  - Example: scores 95<sup>th</sup> percentile on *Terra Nova* Achievement Test composite battery
- Attained an approved score on one or more above-grade level standardized, nationally normed approved tests.
  - Example: scores 95<sup>th</sup> percentile on *ACT* Test composite

(B) 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 95<sup>th</sup> percentile 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.

- Example: Student takes the *Terra Nova Achievement Test* and scores a 96% in Reading, 98% in Math, and a 95% in Science. Student would qualify as gifted in all three Specific Academic Areas of Reading, Math and Science.
- Example: Took the *ACT* test as an 8<sup>th</sup> Grader and scored in the 95<sup>th</sup> percentile in one or more subject areas will qualify as gifted in that Specific Academic area.

(C) A student shall be identified as exhibiting “**creative thinking ability**” superior to children of a similar age, if within the previous 24 months; the student scored one standard deviation (SD) above the mean, minus the standard 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 the Department of Education, on an approved individual or group test of creative ability; and

- Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of creative behaviors.
  - A student must have an IQ one SD above the mean, minus the SEM, plus a qualifying score on an approved creativity test or checklist. Example: Student with an IQ of 112 on the *InView Cognitive Assessment*, plus a score of 51/54 on the *Scales for Rating the Behavior Characteristics of Superior Students: Creative Thinking* section would qualify as a Creative thinker.

D) A student shall be identified as exhibiting “**visual or performing arts ability**” superior to that of children of similar age if the student has done both of the following:

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;
- Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.
  - Example: an Art teacher must complete the ODE approved checklist of behaviors for the student with high scores. Then the student must complete an Art Portfolio to be judged by a panel of art experts with the ODE approved rubric. The student is identified as gifted in visual and performing arts if they score Superior.

### **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 the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

### **EQUAL ACCESS & ASSESSING SPECIAL POPULATIONS**

By using the pre-assessment process, whole grade screening and assessment the district ensures equal access to all district children, including culturally diverse children, economically disadvantaged children, children with disabilities, and children with Limited English Proficiency. If necessary, district will use additional screening and valid assessment methods designed specifically for use with the

above-mentioned populations, in their native language and with appropriate modification and or accommodations.

*Stage I:*

**PRE-ASSESSMENT**

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

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

**ANNUAL WHOLE GRADE SCREENING AND ASSESSMENTS**

District conducts whole grade screening and assessment of children by using the following:

- *Terra Nova* Achievement Test in Kindergarten
- *Terra Nova* Achievement Test & *InView Cognitive Assessment* in grades 2 and 3
- *PLAN*-test of achievement and Pre-ACT college preparatory for all 10<sup>th</sup> graders

*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 listed at the end of this pamphlet.

Trained, qualified personnel administer all assessments according to prescribed manuals. The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using, but not limited to:

- Group tests;
- Individually-administered tests;
- Audition, Performance;
- Display of work; Exhibition; and Checklists.

Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made in accordance with standards for identification of the Ohio Revised Code 3301-51-15, student's educational needs are determined, and parents will be notified within thirty days upon receipt of the results of assessment.

### **REFERRAL**

Children may be referred on an ongoing basis, based by any of 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.)

Referral Forms may be obtained in the school office, board office, and district website. 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.

The district shall provide at least two opportunities a year (fall and spring) for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.

### **OUTSIDE TESTING**

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.

## **TRANSFER**

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the written request of the parent. Parents shall contact the building principal or gifted coordinator.

## **SERVICE PLAN**

### **Ohio Revised Code Section 3324.07**

The board of education of each school district shall develop a plan for the service of gifted students enrolled in the district that are identified under Section 3324.03 of the Revised Code. Services specified in the plan developed by each board may include such options as the following:

- A differentiated curriculum;
- Cluster grouping;
- Mentorships;
- Accelerated course work;
- The post-secondary enrollment option program under Chapter 3365. of the Revised Code;
- Advanced placement and Honors classes;
- Magnet schools;
- Self-contained classrooms;
- Independent study;
- Early Kindergarten or Early Graduation options;
- Other options identified in rules adopted by the Department of Education.

## **DISTRICT GIFTED SERVICES**

The District ensures equal opportunity for all district students identified as gifted to receive services offered by the district and in accordance with operating standard as defined by Ohio Administrative Code Section 3324.07.

### **PRIMARY GRADES 1-3**

#### **CHILDREN OF HIGH ABILITY MODEL PROGRAM (C.H.A.M.P.)**

**Service Type:** Students are Cluster-Grouped with regular classroom teacher trained in differentiation and a part-time Gifted Intervention Specialist (GIS) working ½ day every day. Services are provided by a



GIS conducting differentiated instruction for 225 minutes weekly servicing Specific Academic Math, Reading/Writing, and Science. The GIS will work directly with gifted students in a pull-out for STEM-(Science, Technology, Engineering, and Math) curriculum through a Reading 4-Block Model (focusing Reading and Writing in those non-fiction areas). Occasionally, the GIS teacher will be team teaching in the regular class, or providing whole class lessons.

**State & Local Criteria to be considered for C.H.A.M.P:**

- Must have at least, one area of identified giftedness as defined by state of Ohio to be considered, specifically those students identified as gifted in Math. Those students who are Superior Cognitive, Math, Reading/Writing and Science, will be served first, then Superior Cognitive, Math, and Reading/Writing gifted students, then will be students gifted in Math and Reading/Writing and Science, then those students gifted in Math and Reading/Writing, and finally if space is available those who are gifted in Math only.
- Plus students must have either an above average **Math Level** (2+ grade level above) using scores from *Study Island* Benchmarking, or short cycle assessments and/or an above average **Reading Level** (2+ grade levels above) using scores from *Rigby*, *Scholastic Reading Inventory*, *Scholastic Counts*, and/or *Accelerated Reader* Programs. If space is available we will then consider those students with scores one grade level -- 1.9 grade level's above average

**INTERMEDIATE GRADES 4-8**

**TALENTED & GIFTED PROGRAM (T.A.G.)**

**Service Type:** Resource Room Program with a Gifted Intervention Specialist (GIS) for a full day, five hours per week, located on the University of Rio Grande Campus servicing students in Specific Academic Reading/Writing & Creative Thinking for the 225 service minutes. We have an hour of Math content curriculum (Science and Social Studies standards are met though interdisciplinary Reading and Math).

**State & Local Criteria to be considered for T.A.G:**

- Must have at least, three areas of identified giftedness as defined by state of Ohio to be considered for this program,

specifically those Superior Cognitive, Reading/Writing, and Creative Thinking Gifted Student will be considered first

- Students will be ranked by the number of areas identified gifted. Students gifted in all seven areas (Superior Cognitive, Reading/Writing, Math, Creative Thinking, Science, Social Studies and Visual & Performing Art) will be served first, then those with six areas, five, four, and three areas respectively. All students must be identified as Gifted in Reading/Writing as one of the three or more areas

## **HIGH SCHOOL GRADES 9-12**

**Students must meet all board approved policies and state guidelines for:**

- Acceleration (whole-grade & subject)
- Dual Enrollment including post-secondary options
- Honors and Advanced Placement courses
- Independent Study- through Credit Flex options
- Early graduation

### **WRITTEN EDUCATION PLANS (WEP):**

Services shall be based on the student's area(s) of identification and individual needs and guided by a WEP. The WEP is effective for one school year and reviewed in September. WEP shall contain:

- Goals for the student
- Methods of evaluating progress
- Progress will be reported to parents each nine weeks
- Specify staff members responsible for specific services delivered
- Specify policies regarding waiver of assignments and the scheduling of test missed while participating in any services outside classroom
- Parents and staff members responsible for service will all receive a copy of the WEP

### **APPEAL PROCEDURE**

An appeal by the parent is the reconsideration of the results of any part of the identification process or placement decisions, 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 with 30 days of the appeal. This written notice should include the reason for the decision(s).

### **WITHDRAWAL**

If at anytime, a student wishes to withdraw from gifted programs or services, the request form can be obtained from the gifted coordinator or school office. Written withdrawal forms from the parent or child need to be sent back to gifted coordinator. If children request to withdraw, parents will be notified. A copy of the form will be sent to building administrator. If child wishes to return to services, parents must complete a written request and referral form and send it to gifted coordinator by May to be considered for the following year.

### **ASSESSMENT INSTRUMENTS**

**The district uses the following assessment instruments for screening and identification pursuant to ORC 3324.01-07**

#### **Superior Cognitive Ability**

- *ACT* Assessment Program: grades 7-12, (Screen 93%; ID 95%)
- *In View Cognitive Assessment*: grades 2-12, (Screen 120; ID 128)
- *PLAN*: grade 10, (Screen 93%; ID 95%)
- *Stanford-Binet Intelligence Scale 5<sup>th</sup> Edition*: grades K-12, (Screen 120; ID 127)
- *Raven's Progressive Matrices*: grades K-12, (Screen 90%; ID 95%)
- *Wechsler Intelligence Scale for Children*, 4th. Ed: grades K-12, (Screen 120; ID 127)
- *Wechsler Individual Achievement (WIAT) 3rd Edition*: grades K-12, (Screen 93%; ID 95%)
- *Terra Nova Complete Battery*, 3<sup>rd</sup> Edition: grades K-3, (Screen 90%; ID 95%)
- *Woodcock-Johnson III-NU: Test of Achievement*: grades K-12, (Screen 93%; ID 95%)

- *Woodcock-Johnson-III-NU: Test of a Cognitive Ability*: grades K-12, (Screen 120; ID 127)

### **Specific Academic**

- *ACT Assessment Program*: grades 7-12, (Screen 93%; ID 95%)
- *In View Cognitive Assessment*: grades 2-12, (Screen 120; ID 128)
- *PLAN*: grade 10, (Screen 93%; ID 95%)
- *Terra Nova Complete Battery*, 3<sup>rd</sup> Edition: grades K-3, (Screen 90%; ID 95%)
- *Wechsler Individual Achievement (WIAT)* 3rd Edition: grades K-12, (Screen 93%; ID 95%)
- *Woodcock-Johnson III-NU: Test of Achievement*: grades K-12, (Screen 93%; ID 95%)

### **Creative Thinking**

- *Scales for Rating the Behavior Characteristics of Superior Students*: Part II: grades K-12, (Screen 48-50; ID 51+)
- *Gated and Talented Scales (GATES)*: grades K-12, (Creative Thinking: Section IV, Items 21-30: Screen 65-82; ID 83+)

**PLUS, student must have an intelligence test score from approved list:**

- *In View Cognitive Assessment*: grades 2-12, (Screen 110; ID 112)
- *Stanford-Binet Intelligence Scale* 5<sup>th</sup> Edition: grades K-12, (Screen 110; ID 112)
- *Raven's Progressive Matrices*: grades K-12, (Screen 90%; ID 95%)
- *Wechsler Intelligence Scale for Children*, 4th. Ed: grades K-12, (Screen 110; ID 112)
- *Woodcock-Johnson-III-NU: Test of a Cognitive Ability*: grades K-12, (Screen 110; ID 112)

### **Visual & Performing Arts**

- *Scales for Rating the Behavior Characteristics of Superior Students*: grades K-12, (Art Part V: Screen 40-52, ID 53+; Music Part VI: Screen 25-33; ID 34+; Drama Part VII: Screen 36-47; ID 48+ )
- *Gated and Talented Scales (GATES)*: grades K-12, (Section IV, Items 41-50: Screen 57-77; ID 78+)

**PLUS, student must have an ID score from Audition, Performance, or Display of Work by using:**

- *Ohio Department of Education Rubrics for Scoring Audition/ Performance*: grades K-12, (DANCE: Screen 20-25; ID 26-30; DRAMA: Screen 10-12; ID 13-15; ART: Screen 16-20; ID 18-21; MUSIC: Screen 14-17; ID 21-24)

### **Board Policies and Procedure:**

These can be found in the Board Policy manual on the website and located in each building.

Located under: IGBB, *Programs for Gifted and Talented Students*