

# Elgin School District Gifted Education Plan for Children Who Are Gifted (2017-18)

The Elgin School 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 by Ohio Administrative Code 3301-51-15. These rules specify that [assessment instruments](#) must come from the list approved by the Ohio Department of Education. 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 reassessments. The district ensures that all students, including minority students, economically disadvantaged students, students with disabilities, and English learners, have equal access to screening and further assessment for gifted identification. Parents/guardians will be notified about the results of any screening procedure or assessment instrument and the provision of an opportunity for parental appeal of any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services, within thirty days.

## Identification Assessments for:

- **Superior Cognitive Ability**

- **Assessments the district administers that provide for superior cognitive identification:**

**Whole Grade Screening - Naglieri Nonverbal Ability Test 2 - Group Administration ID: 124 Screen: 121** Administered in grades 2 and 5

Wechsler Intelligence Scale for Children -5th Edition (WISC -V) Full scale IQ ID: 127

**Screen: 122** Individual Administration

Wechsler Preschool & Primary Scale of Intelligence - 4th Edition FSIQ ID: 127

**Screen: 122** Individual Administration

- **Specific Academic Ability**

- **Assessments the district administers that provide for specific academic identification:**

*Measure of Academic Progress or Growth – Math 2-5 OH and 6+ OH Grades: 2-12, ID: 95th percentile, Screen: 93rd percentile, Group and Individual, Whole grade screener for grades 2 and 3*

*Measures of Academic Progress or Growth – Reading 2-5 OH and 6+ OH Grades: 2-12, ID: 95th percentile, Screen: 93rd percentile, Group and Individual, Whole grade screener for grades 2 and 3*

*Wechsler Individual Achievement Test (WIAT) 3rd Ed. Reading and/or Math* Individual administration, **ID:** 95th percentile **Screen:** 93rd percentile

*Kaufman Tests of Educational Achievement, 3rd Ed., (KTEA-III), Reading and/or Math* Group and Individual administration, **ID:** 95th percentile **Screen:** 93rd percentile

*Iowa Assessments, Form E, Complete Battery - Science and/or Social Studies*

Grades: K-12 **ID:** 95th percentile, **Screen:** 93rd percentile; Group and Individual

*Terra Nova, Third Edition, Complete Battery- Science and/or Social Studies* Grades:

K-12 **ID:** 95th percentile, **Screen:** 93rd percentile; Group and Individual

- **Creative Thinking Ability**

- Assessments the district administers that provide for creative thinking identification

- **INTELLIGENCE TEST COMPONENT**

- **Naglieri Nonverbal Ability Test – 2nd Edition (NNAT 2) – Group Administration Grades: PreK-12 Ages: 4-18 (Grades 2 and 5) Group Only ID:109, Screen: 106**
- Individual Administration: *Wechsler Intelligence Scale for Children -5th Edition (WISC -V) Full scale IQ ID: 112 Screen : 110-111*
- Individual Administration: *Wechsler Preschool & Primary Scale of Intelligence - 4th Edition FSIQ ID: 112 Screen: 110-111*

- **CREATIVE THINKING CHECKLIST COMPONENT**

- Gifted and Talented Evaluation Scales (GATES) (Creative Thinking Section IV) **ID: 83 Screen: 65**
- Scales for the Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part II Creativity) **ID: 51 Screen: 48**

- **Visual and Performing Arts**

- Assessments the district administers that provide for identification in visual and performing arts

- **Performance Component**

- Ohio Department of Education Rubrics (Individual Only)
  - Visual **ID 21-24 Screen 16-20**
  - Drama **ID 20-24 Screen 16-19**
  - Music **ID 18-21 Screen 14-17**
  - Dance **ID 26-30 Screen 20-25**

- **Checklist Component**

- Visual:
  - Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50 Ages: 5-18 **Screen:** Standard Score of 90-110 **ID:** Standard Score of 111 Individual Only
  - Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part V Grades: K-12 **Screen:** 59-60 **ID:**61 Group and Individual
- Drama:
  - Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50, Ages: 5-18, **Screen:** Standard Score of 90-110 **ID:** Standard Score of 111 Individual Only
  - Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VII Grades: K-12 **Screen:**54-56 **ID:** 57 Group and Individual
- Music:
  - Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50 Ages: 5-18 **Screen:**Standard Score of 90-110 **ID:**Standard Score of 111 Individual Only
  - Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part VI): **SCREEN:** 37-38 **ID:** 39 Group and Individual
- Dance:
  - Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50 Ages: 5-18 **Screen:**Standard Score of 90-110 **ID:**Standard Score of 111 Individual Only

## IDENTIFICATION PLAN AND PROCEDURES

The district shall provide two whole-grade screenings for assessment of superior cognitive ability and of specific academic ability in math and reading. 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. After a referral is received, parents/guardians will be notified of the referral and asked to sign a “permission to test” form. Once permission is granted, the referred student will be assessed accordingly, within 90 days. The parent/guardian will be informed, in writing, of the results of the assessment and their option to appeal. Parents/guardians may appeal, in writing, any decision about the results of any screening procedure for assessment, the scheduling of children for assessment, or the placement of a student in any program or receipt of services. This written appeal shall be given to the superintendent.

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

<b>Type of Assessment</b>	<b>Content Area(s)</b>	<b>Grade Level(s)</b>
Whole-grade tests	Reading and Math  Superior Cognitive Ability	Grades 2, 3  Grades 2, 5
Individually-administered tests	Superior Cognitive Ability, Reading, Math, Science, Social Studies, Creative Thinking Ability	Grades K-12, upon referral
Audition, performance	Visual and/or Performing Arts	Grades K-12, upon referral

Display of work	Visual and/or Performing Arts	Grades K-12, upon referral
Exhibition	Visual and/or Performing Arts	Grades K-12, upon referral
Checklists	Creative Thinking Ability, Visual and/or Performing Arts	Grades K-12, upon referral

### **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 and parental permission to test, the district will:

- Follow the process as outlined on this page.
- Assess within 90 days of receiving the signed permission to test form.
- 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 socioeconomic backgrounds, children with disabilities and children for whom English is a second language. Only those instruments approved by the Ohio Department of Education shall be used for screening, assessment, and identification of the culturally or linguistically diverse children, children from low socioeconomic 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 Ohio Department of Education [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 Ohio Department of Education [approved screening instrument](#) and on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs. Parents will be notified in writing of re-assessment results.

## **Out of District Scores**

Upon enrollment of a student transferring into the district, parents/guardians shall present proof of gifted identification and, if desired and applicable, a completed "Permission to Place" form. 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. After the receipt of proof of gifted identification (current Written Education Plan and/ or test identification scores with testing date) and permission to place form (if applicable) the transferring student shall then be placed in the appropriate gifted services offered by the the district.

## **Transfer**

At the request of a parent/guardian in writing per referral form , the district ensures that any student transferring into the district will be assessed for gifted identification within ninety (90) days of the referral date. Parent/guardian shall contact the building administrator to begin the identification process. Parent/guardian shall complete a referral form, with signature, before assessments are administered.

## **District Service Plan**

The district ensures equal opportunity and access for all district students who are identified as gifted to receive any services offered by the district for which the student

meets the criteria.

### Chart of District's Gifted Services

<b><u>Areas of Identification</u></b>	<b><u>Service Setting</u></b>	<b><u>Grade Level</u></b>	<b><u>Additional Information</u></b>
<b>Superior Cognitive Ability</b>	<b>Pull-Out reading with gifted intervention specialist</b>	<b>3-5</b>	<b>Services are available for students identified as per the district policy in superior cognitive ability.</b>
	<b>College Credit Plus (CCP)</b>	<b>7-12</b>	<b>Services are available for students identified with superior cognitive ability through participation in CCP courses.</b>
<b>Specific Academic Ability Reading/Writing</b>	<b>Pull-Out reading with gifted intervention specialist</b>	<b>3-5</b>	<b>Services are available for students identified in the specific academic ability of reading/writing.</b>
	<b>College Credit Plus Courses</b>	<b>7-12</b>	<b>Services are available for students identified with specific academic ability in reading/writing through participation CCP courses in ELA.</b>

<b>Specific Academic Ability: Math</b>	<b>College Credit Plus Courses</b>	<b>7-12</b>	<b>Services are available for students identified with a specific academic ability in math through participation in CCP courses.</b>
<b>Specific Academic Ability: Science</b>	<b>College Credit Plus Courses</b>	<b>7-12</b>	<b>Services are available for students identified with a specific academic ability in science through participation in CCP courses.</b>
<b>Specific Academic Ability: Social Studies</b>	<b>College Credit Plus Courses</b>	<b>7-12</b>	<b>Services are available for students identified with a specific academic ability in social studies through participation in CCP courses.</b>
<b>Creative Thinking</b>	<b>N/A</b>	<b>N/A</b>	<b>No gifted education services are available for creative thinking.</b>
<b>Dance</b>	<b>N/A</b>	<b>N/A</b>	<b>No gifted education services are available for dance.</b>

<b>Drama</b>	<b>N/A</b>	<b>N/A</b>	<b>No gifted education services are available for drama.</b>
<b>Music</b>	<b>N/A</b>	<b>N/A</b>	<b>No gifted education services are available for music.</b>
<b>Visual Art</b>	<b>N/A</b>	<b>N/A</b>	<b>No gifted education services are available for visual art.</b>
<b>NA</b>	<b>Regular Classroom with Acceleration (First year of acceleration only)</b>	<b>K-12</b>	<b>Whole grade acceleration as per district policy and/or Subject acceleration as per district procedure</b>

### **Withdrawal or Refusal of Gifted Services**

If at any time a student wishes to withdraw from gifted services or refuse enrollment in such service, a “request for withdrawal from services form” will be completed by the parent/guardian and given to the building administrator. If children request to withdraw, parents will be notified. If desired by parent or guardian, a form requesting withdrawal from gifted services will be completed and submitted by the parent/guardian to the building administrator. Student shall be removed from service as per written request. This form will become a part of the student’s record.

### **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.

Appeals outlining the nature of the concern must be made in writing to the superintendent or his/her designee within thirty (30) calendar days of the parent/guardian receiving the results. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee shall review the appeal and notify the parent/guardian in writing of his/her decision within thirty (30) calendar days of receiving the appeal. The superintendent or his/her designee's decision shall be final.



