

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



***WAYNE LOCAL SCHOOLS  
2010-2011***

*659 Dayton Rd.  
Waynesville, OH 45068*

# **DISTRICT PROCESS AND PLAN FOR THE IDENTIFICATION 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 Revised Code.

## **TESTING RESULTS FROM OUTSIDE SCHOOL DISTRICT**

Wayne Local Schools 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 when the test data is within 24 months.

## **PROCESS FOR GIFTED IDENTIFICATION**

Wayne Local 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**

Wayne Local Schools ensures there are ample and appropriate scheduling procedures for assessments and reassessment 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 coordinator, etc.)

Referral forms are available on Wayne Local Schools website or in the principal’s office.

Upon receipt of a referral, Wayne Local 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.

Wayne Local Schools shall provide at least two opportunities a year for testing.

## **Stage 1: PRE-SCREENING**

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

By using the pre-screening process, Wayne Local Schools ensures equal access to screening and further assessment by 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.

## **Stage 2: SCREENING (First Testing)**

Whole grade level testing is administered in the screening stage, in Grade 3, 4, 5 and 7.

For students not taking whole grade level tests, data gathered from the pre-screening stage is reviewed and testing is scheduled individually or in small groups. 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 3: ASSESSMENT (Second Testing)**

Sometimes, however, the first testing of a student for giftedness does not produce a final answer to the question, "Is this student gifted in this area?" When the results are not conclusive, the student moves to the next stage of the identification process, called assessment. During the assessment phase, the student is given a second test to determine giftedness. There are specific criteria that dictate when the assessment stage will occur. Each district must set its own cut-off score for a second testing, which must be lower than the state identification score and will move the student from the screening stage to the assessment stage. Only students who score at or above Wayne Local Schools cut-off score, but below the state identification score, will be "assessed" (e.g., re-tested) for giftedness.

Once additional testing has been completed, the data obtained throughout the stages of identification are evaluated. An identification decision is made. If identified as gifted, the student may or may not receive gifted service. Ohio law requires that districts identify students for giftedness but does not require gifted service.

## **TRANSFERS**

Wayne Local Schools ensures that any child transferring into Wayne Local 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 Coordinator of the request.

## **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.

## **SERVICES**

Information of gifted services offered is available on Wayne Local Schools website. Equal opportunity shall be provided to all eligible identified gifted students for each gifted service provided in Wayne Local Schools.

## **WITHDRAWAL**

If at any time, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or student to the building principal or gifted coordinator. If a student requests to withdraw, parents will be notified. A student may also exit the program due to failure to maintain a 'B' average on tests and daily class work.

In the case of any proposed withdrawal from the gifted program, an exit conference will be held. Parents, current teacher, receiving teacher and an administrator or guidance counselor will be invited to this exit conference.

## **APPEAL PROCEDURE**

An appeal by the parent is the reconsideration of the results of any part of the identification 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 Coordinator outlining the nature of the concern. A meeting will be scheduled with the parent/guardian, which may include other school personnel.

The Gifted Coordinator will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

## **ASSESSMENT INSTRUMENTS USED FOR GIFTED IDENTIFICATION**

Wayne Local Schools uses the following testing instruments for screening and identification. Wayne Local 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**

#### **Whole-Grade Screening:**

Cognitive Abilities Test: Grades 3, 4, 5, and 7 (Screen: 127, ID: 129);  
Iowa Tests of Basic Skills (ITBS) Grade 7, Form A, B, or C, Complete Battery (Screen: 93%ile, ID: 95%ile)

#### **Other Instruments Used:**

Das-Naglieri Cognitive Assessment Systems (CAS) (Screen: 124, ID: 126);  
Raven's Progressive Matrices (Standard and Advanced Form) (Screen: 120, ID 125);  
Universal Nonverbal Intelligence Test: Grades K-12 (Screen: 124, ID: 126);  
Wechsler Intelligence Scale for Children: Ages 6-16 (Screen: 125, ID: 127);  
Wechsler Preschool & Primary Scale of Intelligence- 3<sup>rd</sup> Edition: Ages Pre-K-7  
(Screen: 125, ID: 127)  
Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities (including NU edition)  
(Screen: 125, ID: 127)

### **CREATIVE THINKING ABILITY**

Gifted and Talented Evaluation Scale (GATES): grades K-12 (Screen: 65, ID: 83);  
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS),  
Grades K-12 (Screen: 48, ID: 51);  
Cognitive Abilities Test: grades 3-12 (Screen: 111, ID: 113);  
Das-Naglieri Cognitive Assessment Systems (CAS) (Screen: 109, ID: 111);  
Universal Nonverbal Intelligence Test: grades K-12 (Screen: 109, ID: 111);  
Wechsler Intelligence Scale for Children: ages 6-16 (Screen: 110, ID: 112);  
Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities (including NU edition)  
(Screen: 110, ID: 112)

## **SPECIFIC ACADEMIC ABILITY**

### Whole-Grade Screening:

Iowa Tests of Basic Skills: grades 3,4,5,7 (Screen: 93%tile, ID: 95%tile)

Other Instruments Used: Wechsler Individual Achievement Test- 2nd Edition (Screen: 93%tile, ID: 95%tile);

Woodcock-Johnson III (WJIII), Tests of Achievement and NU edition (Screen: 93%tile, ID: 95%tile)

## **VISUAL OR PERFORMING ARTS ABILITY**

Gifted and Talented Evaluation Scale (GATES): grades K-12, Visual Art, Music, Dance, and Drama (Screen: 57-77, ID: 78 or above)

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), grades K-12, Visual Art (Screen: 40-52, ID: 53 or above);

Music (Screen: 25-33, ID 34 or above);

Drama (Screen: 36-47, ID: 48 or above)

Display of Work/Audition: Ohio Department of Education Rating Forms:

Visual Art (Screen: 16-20, ID: 21-24);

Music (Screen: 14-17, ID: 18-21)

Dance (Screen: 20-25, ID: 26-30);

Drama (Screen: 16-19, ID: 20-24)

## **SERVICES FOR 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. The following are services offered by Wayne Local Schools.

### **Grade K-2**

All students in Grade K-2 who are identified as gifted in Superior Cognitive Ability, Reading or Math receive gifted services based on their needs. Services are provided by the classroom teacher, in consultation with gifted staff and the student's parents. All gifted students in Grade K-2 will have a Written Education Plan, which will be given to parents at fall conferences or sent home, if parents are unable to attend their child's conference.

### **Grade 3-5**

#### **Language Arts**

Students who are gifted in Superior Cognitive Ability and/or Reading are cluster grouped for Reading and Language Arts instruction. Cluster grouping means that students who are gifted in an academic area (such as Reading) are placed together in a classroom for instruction in that content area. There may also be students who are not identified as gifted in this classroom, but the teacher provides differentiated instruction for the gifted students.

All students in Grade 3-5 who are identified as gifted in Superior Cognitive Ability or Reading are automatically cluster grouped in Reading at the beginning of each school year. Students tested individually are placed in a cluster group at a date decided upon by a child's parents and teacher, usually at the beginning of the next marking period. All students who are gifted in Reading in Grade 3-5 have a Written Education Plan.

### **Grade 3-6 Mathematics**

In Grade 3, all students who are gifted in Mathematics receive Mathematics instruction in a class that is team-taught by a classroom teacher and a gifted teacher. These students will progress at a faster pace and study math concepts at a more in-depth level than their third grade peers.

In Grade 4 & 5, all students who are gifted in Mathematics are eligible to participate in the Gifted Mathematics program, where students learn 1.5 years of Mathematics content each year. Students in this program are preparing to take Algebra 1 as 7<sup>th</sup> graders.

Entrance to Gifted Mathematics Class Grades 4-6 – must meet the following criteria:

- Gifted identification in math or superior cognitive ability
- At least a 91 on their most recent nationally-normed math test
- Students entering gifted math class in 5<sup>th</sup> or 6<sup>th</sup> grade must complete a Jump Start course (or equivalent work) as provided by the school

Exit criteria for Gifted Mathematics Class:

At the end of each quarter, student placement will be evaluated and may be changed if a student fails to maintain both of the following:

- 80% average on classroom tests
- 80% overall average in math class

Students in Grade 3-5 who choose not to participate in the Gifted Mathematics class are automatically cluster grouped for Mathematics class at the beginning of each school year. Cluster grouping means that students who are gifted in an academic area (such as Mathematics) are placed together in a classroom for instruction in that content area. There may also be students who are not identified as gifted in this classroom, but the teacher is providing differentiated instruction for the gifted students.

Entrance to Cluster Mathematics Class Grade 4 & 5 – must have two of the following:

- Advanced score on the previous grade Ohio Achievement Assessment in math
- Minimum rank score based on IOWA, CogAT and other grade-appropriate test results
- Classroom math teacher recommendation

Exit criteria for Cluster Mathematics Class

At the end of each quarter, student placement will be evaluated and may be changed if a student fails to maintain either of the following:

- 80% average on classroom tests
- 80% overall average in math class

In Grade 6, students who are identified as Gifted in Mathematics are placed in Gifted or Advanced Mathematics courses, based on a combination of their scores on the 5<sup>th</sup> Grade Iowa Math Test, Cognitive Abilities Test, and Ohio Achievement Test (OAT).

All students who are gifted in Mathematics in Grade 3, 4 & 5 have a Written Education Plan. Grade 6 students who participate in the Gifted Mathematics Program have a Written Education Plan.

## **Written Education Plan (WEP)**

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 1<sup>st</sup> 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 2<sup>nd</sup> and 4<sup>th</sup> Quarter. These reports are sent home with 2<sup>nd</sup> and 4<sup>th</sup> quarter report cards.

## **Gifted Trip**

Near the end of the school year, the Gifted Department sponsors an out-of-state educational trip for gifted students in Grade 4-7. All gifted students and parents are welcome to participate in this trip. Siblings in Grade 4-7 may also participate, if a parent is going on the trip. Because families pay for this trip themselves, there are multiple fund-raising opportunities throughout the year.

The Gifted Trip is optional and not considered a Gifted Service. The Gifted Trip is discussed each year during the Fall Meeting for Parents of Gifted Students.

Students are responsible for checking with their teachers concerning completion of work they will miss while on the trip. A student who is failing a class at the time of the gifted trip will not be allowed to participate in the trip.

## **Early Entrance and Subject & Grade Acceleration**

All students, including those who have been identified as gifted, are eligible to be tested and considered for possible Early Entrance to Kindergarten and Subject or Grade Acceleration. Parents or teachers should contact the Gifted Coordinator for a referral form or for more information on the acceleration process.

### **Early Entrance to Kindergarten**

Under Waynesville's Early Entrance policy, a student may be considered for admission to Kindergarten before s/he has reached the district's cut-off age and date for Kindergarten.

### **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).

### **Grade Acceleration**

Offered in Grade K – 12

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 3<sup>rd</sup> to 5<sup>th</sup> grade over the summer or starting the year in 2<sup>nd</sup> grade, moving to 3<sup>rd</sup> grade during the year, and moving on to 4<sup>th</sup> grade after the summer).

## **Advanced Courses**

Wayne Local Schools offer many advanced level courses for students within the regular education curriculum. Although these courses are not considered “Gifted Services”, many students who are identified as gifted participate in these classes. For more information on these classes, contact your child’s principal.

### **Advanced Classes – Waynesville Middle School**

Grade 6-8

Advanced Language Arts and Math classes are offered for all students in Grade 6, 7, and 8. In Grade 8, Advanced Science, Spanish 1 and Latin 1 are also offered. If students are taking a high school class as a middle school student, they can choose to receive high school credit for that class and to have it count as part of their high school GPA.

### **Honors Classes – Waynesville High School**

Grade 9-12

Honors courses, which are more challenging than other high school college- preparatory classes , are offered in English, Mathematics, Science, Art and Music.

### **Advanced Placement Classes – Waynesville High School**

Advanced Placement (AP) courses are offered at Waynesville High School in many subject areas. These classes are college-level courses that may enable students to waive one or more college courses, depending on a college’s policy in this area. Students who take Advanced Placement Calculus or English can also obtain immediate college credit for these classes, for an additional fee.

### **PSEO – Waynesville High School**

The Post-Secondary Enrollment Option (PSEO) allows high school students to take college classes at surrounding colleges, if they meet the college’s eligibility requirements. Under the PSEO program, students who enroll in college-level courses receive college credit and credit toward graduation from high school at the same time. Parents must attend a PSEO meeting in the spring before the student enrolls in PSEO. More information on this program can be obtained from the high school counselor.

## Gifted Staff Members

### Gifted Staff

Dr. Mary Franzosa  
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### Other Waynesville Teachers with Gifted Licensure

Mrs. Donna Beckett  
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For questions or more information,  
Please contact:

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Or

Your building principal/ guidance counselor