



Identification Process & Service Plan
for
Children Who Are Gifted

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.

PROCESS FOR GIFTED IDENTIFICATION

Wayne Local Schools shall provide at least two opportunities a year for testing either through whole grade screening and/or the individual referral process 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, creative thinking ability, and visual or performing arts.

WHOLE GRADE SCREENING (First Testing) – *ensures equal access to gifted identification and service options for all students*

Whole grade level screening in the areas of superior cognitive ability, specific academic ability and creative thinking ability are administered at least once during grade levels K-2 and at least once again within grades 3-6. 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.

REFERRALS

Referral forms are available on Wayne Local Schools website <https://www.wayne-local.com> and in each school office.

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.)

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

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.

ASSESSMENT (Second Testing)

When the screening results are not conclusive or a student has been referred as potentially gifted, the student moves to the next stage of the identification process, called assessment. During the assessment phase, the student is given an appropriate test (see Assessment Instruments Used for Gifted Identification below). Only students who score at or above Wayne Local Schools cut-off score, but below the state identification score, will be “assessed” (i.e., re-tested) for giftedness. Parents must be notified within thirty days of the testing results. Wayne Local Schools uses the criteria established by the State of Ohio for identification in all areas.

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 ensure that tests reflect accurate aptitude/achievement in students with physical and/or 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.

Superior Cognitive Ability

Cognitive Abilities Test Form 7: Grades 2,3 and 5 (Screen: 127, ID: 128);

Iowa Tests of Basic Skills (ITBS) Grade 5, Form E Complete Battery (Screen: 94%ile, ID: 95%ile)

Creative Thinking Ability

Cognitive Abilities Test Form 7: Grades 2,3 and 5 (Screen: 110, ID: 112);

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part II, Grades K-12 (Screen: 48, ID: 51)

Specific Academic Ability

Iowa Tests of Basic Skills (ITBS) Form E: grades 2, 3, 4, and 5 (Screen: 94%tile, ID: 95%tile)

Woodcock-Johnson IV (WJIV) Tests of Achievement (Screen: 94%tile, ID: 95%tile)

Visual or Performing Arts Ability

Ohio Department of Education Performance Rubrics for Visual and Performing Arts

Visual Art (Screen: 16-20, ID: 21-24) Dance (Screen: 20-25, ID: 26-30)

Music (Screen: 14-17, ID: 18-21) Drama (Screen: 16-19, ID: 20-24)

All areas of identification may be assessed using district approved instruments from the ODE List of Approved Assessments.

TRANSFER STUDENTS

Wayne Local Schools accepts identification scores from other Ohio public schools using assessment instruments approved for use by the Ohio Department of Education. Wayne Local Schools accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other (private or out of state) school districts and/or trained personnel outside the school district when the test data is within 24 months. Wayne Local Schools also 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.

DISTRICT PROCESS AND PLAN FOR THE SERVICE OF 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 which shall be provided with equal opportunity to all eligible identified gifted students.

SERVICE CONTINUUM

Grades K-2

All students in grades K-2 who are identified as gifted in Superior Cognitive Ability, Reading/Writing, Math, Science, Social Studies and/or Creative Thinking Ability are automatically cluster grouped in reading and/or math at the beginning of each school year and receive differentiated instruction by their classroom teacher. Students tested individually are placed in a cluster group at a date decided upon by the child's parents and teacher, usually at the beginning of the next marking period. All served gifted students in grades K-2 will have a Written Education Plan for the school year and will receive a WEP Progress Report at the end of the first semester and at the end of the year. Any gifted students needing additional affective support (e.g., study skills, social skills, stress management) will be referred to the gifted coordinator and/or counselor who will provide small group counseling or a referral to outside resources.

Grades 3-5

All students in grades 3-5 who are identified as gifted in Superior Cognitive Ability, Reading/Writing, Math, Science, Social Studies and/or Creative Thinking Ability are automatically cluster grouped or placed in an advanced class based on the student's area of identification at the beginning of each school year and receive differentiated instruction by their classroom teacher. Students tested individually are placed in a cluster group of an advanced class at a date decided upon by the child's parents and teacher, usually at the beginning of the next marking period. All served gifted students in grades 3-5 will have a Written Education Plan for the school year and will receive a WEP Progress Report at the end of the first semester and at the end of the year. Any gifted students needing additional affective support (e.g., study skills, social skills, stress management) will be referred to the gifted coordinator and/or counselor who will provide small group counseling or a referral to outside resources.

All students in grades K-5 who are identified in Visual or Performing Arts will be served by a trained arts instructor. Students will have a Written Education Plan and receive a WEP Progress Report at the end of the first semester and at the end of the year.

Grades 6-8

All students in grades 6-8 who are identified as gifted in Superior Cognitive Ability, Reading/Writing, Math, Science, Social Studies and/or Creative Thinking Ability are automatically placed in the most advanced course

for which they are qualified. There may also be students who are not identified as gifted in this classroom, but the teacher will provide differentiated instruction for the gifted students.

In order for a student to choose a lower level course in an area in which they are identified, they must have a waiver of opportunity signed by their parent. They will be cluster grouped within the new course with a teacher that has been trained in serving gifted and talented students and will provide differentiated instruction within that course. No weighted credit will be awarded unless available as a normal part of the course description.

Students tested individually are placed in an appropriate course at a date decided upon by the child's parents and teacher, usually at the beginning of the next marking period. All served gifted students in grades 6-8 will have a Written Education Plan and will receive a WEP Progress Report at the end of the first semester and at the end of the school year. Any gifted students needing additional affective support (e.g., study skills, social skills, stress management) will be referred to the gifted coordinator and/or counselor who will provide small group counseling or a referral to outside resources.

Grades 9-12

All students in grades 9-12 who are identified as gifted in Superior Cognitive Ability, Reading/Writing, Math, Science, Social Studies and/or Creative Thinking Ability are automatically placed in the most advanced course for which they are qualified which may be an Honors, Advanced Placement and/or on-campus College Credit Plus course. There may also be students who are not identified as gifted in this classroom, but the teacher will provide differentiated instruction for the gifted students.

In order for a student to choose a lower level course in an area in which they are identified, or opt not to enroll in a qualifying course, they must have a waiver of opportunity signed by their parent. For a lower level course selection, they will be cluster grouped within the new course with a teacher that has been trained in serving gifted and talented students and will provide differentiated instruction within that course. No weighted credit will be awarded for that lower level course unless available as a normal part of the course description.

In addition, all students in grades 9-12 who are identified as gifted in Superior Cognitive Ability, Reading/Writing, Math, Science, or Social Studies may be served in College Credit Plus classes both at Waynesville High School and/or at area colleges and universities.

Students tested individually are placed in an appropriate course at a date decided upon by the child's parents and teacher, usually at the beginning of the next marking period. All served gifted students in grades 9-12 will have a Written Education Plan and will receive a WEP Progress Report at the end of the first semester and at the end of the school year for a year-long course; they will receive a WEP Progress Report at the end of the semester for any semester-long course. Any gifted students needing additional affective support (e.g., study skills, social skills, stress management) will be referred to the gifted coordinator and/or counselor who will provide small group counseling or a referral to outside resources.

Honors Courses – Waynesville High School

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

Advanced Placement Courses (AP) – Waynesville High School

AP courses are offered at Waynesville High School in English, Math, Science, History and Art. These classes are college-level courses that may enable students to waive one or more college courses depending on the student's score on the AP test and a college's policy in this area.

College Credit Plus (CCP) – Waynesville High School or College/University

CCP courses are offered at Waynesville High School and available through area colleges and universities. These classes enable students to gain college credit that may transfer to other institutes of higher learning depending on their transfer policies.

All students in grades 6-12 who are identified in Visual or Performing Arts will be served by a trained arts instructor when the student elects to take art classes. Students will have a Written Education Plan and receive a WEP Progress Report at the end of the first semester and/or at the end of the year.

Credit Flex

All students, including those who have been identified as gifted, are eligible to be considered for credit flex. Parents and/or students should contact the high school guidance department for more information on credit flex as defined in Waynesville High School policy.

Educational Options

All gifted middle and high school students are eligible to be considered for service using educational options. Parents and/or students should contact the gifted coordinator or building administrator for more information on educational options as defined in the Operating Standards for Ohio's Schools (OAC 3301-35-06G).

Acceleration

Early Entrance to Kindergarten: All students, including those who have been identified as gifted, are eligible to be tested and considered for possible early entrance to kindergarten. A student may be considered for admission to kindergarten before s/he has reached the district's cut-off age and date for kindergarten. Parents should contact the gifted coordinator or building administrator for a referral form or for more information on the early entrance process as defined in the Wayne Board Policy Manual (Section 5408). Any student who enters kindergarten early will receive a Written Acceleration Plan (WAP) for that year.

Early Graduation: All students, including those who have been identified as gifted, are eligible to be considered for early graduation. Parents, teachers, students, etc., should contact the gifted coordinator or building administrator for a referral form or for more information on the early graduation policy as defined in the Wayne Board Policy Manual (Section 5408). Any student who is approved for early graduation will receive a Written Acceleration Plan (WAP) for that year.

Grade Acceleration: All students, including those who have been identified as gifted, are eligible to be tested and considered for grade acceleration. A student may be considered for moving to a higher grade level than would normally be expected for the current year (i.e., skipping a grade in school). Parents, teachers, students, etc., should contact the gifted coordinator or building administrator for a referral form or for more information

on the grade acceleration policy as defined in the Wayne Board Policy Manual (Sections 5408 and 5410). Any student who grade accelerates will receive a Written Acceleration Plan (WAP) for that year.

Subject Acceleration: All students, including those who have been identified as gifted, are eligible to be tested and considered for 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). Parents, teachers, students, etc., should contact the gifted coordinator or building administrator for a referral form or for more information on the subject acceleration policy as defined in the Wayne Board Policy Manual (Sections 5408 and 5410). Any student who subject accelerates will receive a Written Acceleration Plan (WAP) for that year.

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.

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

Written Plans are provided to parents. Each student is evaluated by his/her classroom teacher according to the goals in his/her Written Evaluation Plan. The teacher will produce a WEP Progress Report on those goals at the end of the first semester and/or at the end of the school year.

WITHDRAWAL FROM SERVICE

Wayne Local Schools may recommend a student withdraw from gifted services based on objective criteria. 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.

In the case of any proposed withdrawal from the gifted program, an exit conference could be held. Parents, current teacher, receiving teacher, an administrator or guidance counselor, and gifted coordinator will be invited to this exit conference. If no conference is held, a waiver of service must be signed by the parent and placed in the student's gifted file.

APPEAL PROCEDURE

An appeal by the parent is the reconsideration of the results of any part of the identification or service process which would include:

- Testing/evaluation procedure or testing instrument (which results in identification)
- Scheduling of children for testing/evaluation
- 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).

GIFTED STAFF MEMBERS

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