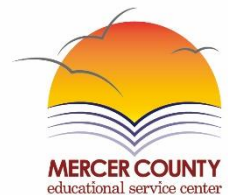


# Parkway Local Schools



## Policy and Plan For the Identification and Service Of Children Who Are Gifted

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## **Introduction**

In keeping with our district mission to “provide our students with a variety of exceptional learning opportunities”, the Parkway Local School District is dedicated to making educational decisions that will enable all students to learn and progress as their abilities permit.

Parkway Local Schools identify gifted students in kindergarten through grade 12, according to the criteria set by the State of Ohio, and as outlined below.

## **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 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.

## **Assessments**

### ➤ **Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive identification:

<b>Cognitive Abilities Test (CogAt) Form 7</b> VQN Composite	<b>Identification = 127 (K-1); 128 (2-12)</b> Screening = 126 (K-1); 127 (2-12)
<b>InView – A Measure of Cognitive Abilities</b>	<b>Identification = 128</b> Screening = 127
<b>Otis-Lennon School Ability Test – 8<sup>th</sup> Edition</b>	<b>Identification = 126</b> Screening = 125
<b>Weschler Intelligence Scale for Children, 4<sup>th</sup> Edition (WISC-IV)</b>	<b>Identification = 127</b> Screening = 126
<b>Woodcock Johnson III (WJ-III), Tests of Cognitive Abilities</b>	<b>Identification = 127</b> Screening = 126

➤ **Specific Academic Ability**

Assessments the district administers that provide for specific academic identification in one or more of the areas of Mathematics, Science, Reading and/or Writing or a combination, and Social Studies:

<b>Iowa Test of Basic Skills (ITBS)</b> Complete Battery, Form E	<b>Identification = 95<sup>th</sup> percentile</b> Screening = 94 <sup>th</sup> percentile
<b>TerraNova, 3<sup>rd</sup> Edition, Complete Battery</b>	<b>Identification = 95<sup>th</sup> percentile</b> Screening = 94 <sup>th</sup> percentile
<b>Weschler Individual Achievement Test (WIAT) – 3<sup>rd</sup> Edition</b>	<b>Identification = 95<sup>th</sup> percentile</b> Screening = 94 <sup>th</sup> percentile
<b>Woodcock-Johnson III, Tests of Achievement NU (Form A or B)</b>	<b>Identification = 95<sup>th</sup> percentile</b> Screening = 94 <sup>th</sup> percentile

➤ **Creative Thinking Ability**

Identification requires a qualifying score on both an Ability test and a Creative Thinking checklist. Assessments the district administers that provide for creative thinking identification:

<b><u>Ability Test Component:</u></b> <b>Cognitive Abilities Test (CogAT) Form 7</b> VQN Composite	<b>Identification = 111 (K-1); 112 (2-12)</b> Screening = 110 (K-1); 111 (2-12)
<b>InView – A Measure of Cognitive Abilities</b>	<b>Identification = 112</b> Screening = 111
<b>Otis-Lennon School Ability Test – 8<sup>th</sup> Edition</b>	<b>Identification = 110</b> Screening = 109
<b>Weschler Intelligence Scale for Children. 4<sup>th</sup> Edition (WISC-IV)</b>	<b>Identification = 112</b> Screening = 111
<b>Woodcock-Johnson III (WJ-III), Tests of Cognitive Abilities</b>	<b>Identification = 112</b> Screening = 111
<b><u>Creative Thinking Checklist Component:</u></b> <b>Gifted and Talented Evaluation Scale (GATES)</b> (Creative Thinking: Section IV)	<b>Identification = 83</b> Screening = 65
<b>Gifted Rating Scales (GRS) (Creativity Scale)</b>	<b>Identification = 66</b> Screening = 60
<b>Scales for Rating the Behavior Characteristics of Superior Student (SRBCSS) (Creativity: Part II)</b>	<b>Identification = 51</b> Screening = 48

➤ **Visual and Performing Arts**

Identification requires three components: Nomination, a qualifying score on a Behavioral Checklist and a qualifying score on an evaluation rubric of the student’s performance or portfolio display of work. Assessments the district administers that provide for visual and performing arts identification in the areas of Dance, Drama, Music, and Visual Arts include:

<p><b><u>Behavioral Checklist Component:</u></b>  <b>Gifted and Talented Evaluation Scales (GATES)</b>            Section V, Items 41-50</p> <p><b>Gifted Rating Scales (GRS)</b></p> <p><b>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) in the areas of:</b>  <b>Visual Arts (Part V)</b>  <b>Music (Part VI)</b>  <b>Drama (Part VII)</b></p> <p><b><u>Performance Component:</u></b>  <b>Art Advanced Placement Scoring Guidelines (Grades 9-12 only)</b></p> <p><b>Clark’s Drawing Abilities Test (Grades 3-12 only)</b></p> <p><b>Ohio Department of Education Rubric</b>  <b>Visual Arts</b>  <b>Music</b>  <b>Drama</b>  <b>Dance</b></p> <p><b>Music Talent Assessment Process (MTAP)</b>  <b>Dance Talent Assessment Process (DTAP)</b>  <b>Theatre Arts Talent Assessment Process (TTAP)</b></p>	<p><b>Identification = 78 (all areas of VPA)</b>  <b>Screening = 57 (all areas of VPA)</b></p> <p><b>Identification = 66</b>  <b>Screening = 60</b></p> <p><b>Identification = 61</b>    Screening = 59  <b>Identification = 39</b>    Screening = 37  <b>Identification = 57</b>    Screening = 54</p> <p><b>Identification = 5</b>    Screening = 4</p> <p><b>Identification = 9</b>    Screening = 6</p> <p><b>Identification = 21</b>    Screening = 16  <b>Identification = 18</b>    Screening = 14  <b>Identification = 20</b>    Screening = 16  <b>Identification = 26</b>    Screening = 20</p> <p><i>See publisher’s instructions for identification and screening scores</i></p>
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**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 reassessments using:

<b>Type of Assessment</b>	<b>Content Area(s)</b>	<b>Grade Level(s)</b>
<ul style="list-style-type: none"> <li>• Whole Grade Test</li> </ul>	Superior Cognitive, Math, Reading, Science, Social Studies	2, 3, & 4
<ul style="list-style-type: none"> <li>• Individually-administered tests</li> </ul>	IQ, Math, Reading, Science, and Social Studies	K-12, by referral
<ul style="list-style-type: none"> <li>• Audition, performance</li> </ul>	Music, Dance, Drama	K-12, by referral
<ul style="list-style-type: none"> <li>• Display of work</li> </ul>	Art	K-12, by referral
<ul style="list-style-type: none"> <li>• Exhibition</li> </ul>	Art, Music, Dance, Drama	K-12, by referral
<ul style="list-style-type: none"> <li>• Checklists</li> </ul>	Creativity and Arts	K-12, by referral

### **Referrals**

Children may be referred for gifted screening in writing at any time by a parent/guardian, a teacher, the child (self-referral), a peer or others (e.g., psychologist, community members, principal, gifted coordinator, etc.) Referral forms are available on the Parkway Local or ESC website or from the district gifted services personnel. Completed referral forms should be submitted to the district gifted service personnel.

Upon receipt of a referral, the district will follow the process as outlined in this packet. Signed parent permission is required prior to any individually-administered assessments. Parents will be notified of the results of screening or assessment and identification within 30 days of the receipt of the results.

### **Screening**

The district ensures equal access to screening and further assessments of 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.

The district will have two opportunities for screening, October and March.

### **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 the 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 District 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 contract 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 the receipt of services.

Parents should submit a letter to the superintendent or designee outline 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**

Although Ohio law does not require districts to provide gifted education services, Parkway Local Schools strives to provide a continuum of services and opportunities to enable students who are identified as gifted to develop their potential. All gifted services that are reported to parents and to the Ohio Department of Education are delivered in accordance with the *Operating Standards for Identifying and Serving Gifted Students*, (OAC Code 3301-51-15). The district ensures equal opportunity for all district students identified as gifted to receive services for which the student meets the criteria. Written criteria for determining eligibility for gifted services are updated annually and shall be provided upon request.

Gifted services offered by the district may change annually depending on available funding, personnel, Ohio Rules and Regulations and differing needs of our gifted students. Contact your child's principal or the district gifted personnel to verify currently available services.

## **Written Education Plans**

Gifted services provided by the district are matched to the student's gifted identification and individual needs, and are guided by a Written Education Plan (WEP), in compliance with the *Operating Standards for Identifying and Serving Gifted Students*. Parents and all educators responsible for providing gifted services to the student shall receive a copy of the WEP, which is prepared in the fall of each year.

## **Acceleration**

Students who are significantly advanced in one or more subject areas may be referred for acceleration. Acceleration options include: early entrance to school, single-subject acceleration, whole-grade acceleration, and early graduation from high school. Referrals must be received at least 60 days prior to the beginning of the school year or semester. Please see the district or ESC website or contact your child's principal or the district gifted services personnel for more information.

## **Elementary School Services and Opportunities**

### *Differentiated Instruction Consultation*

The Gifted Services Coordinator provides consultation, resources, professional development and assistance to classroom teachers regarding student academic and social/emotional needs upon request. These classes meet the state requirements for gifted services.

## **Middle School Services and Opportunities**

### *Cluster-grouping in the Regular Classroom*

Students in grade 7 & 8 who are identified gifted in math are cluster-grouped into a specific Math class for daily instruction. Classroom teachers differentiate the instruction to provide more rigorous, above-grade level challenge and to meet the academic and social/emotional needs of gifted students. These classes meet the state requirements for gifted services.

### *Resource Room*

Students in grade 5 will meet with the Gifted Intervention Specialist outside the regular classroom to work on enrichment activities using methods to stimulate high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving. These classes meet the state requirements for gifted services.

## **High School Services and Opportunities**

### *Honors Courses*

If the course matches a student's area of gifted identification, these courses may meet the state requirements for gifted services.

### *Honors English 10*

Students will be introduced to the history, literary elements, and examples of American Literature in the form of poetry, short stories, novels, and drama in order to understand the making of their own literary heritage. Students will continue their studies using English grammar, Sentence Complexity, and Vocabulary to advance their Written Composition in a more complex manner. In addition to reading and writing, students will give speeches and presentations on various topics. Also, Ohio Graduation Test (OGT) components for writing and reading will be addressed and practiced throughout the school year. Finally, several additional novels will be read throughout the year in addition to at least one summer reading requirement.

### *Honors English 11*

Students will be introduced to the history, literary elements, and examples of American literature in the form of poetry, short stories, and drama in order to come to an understanding of the makings of our own literary heritage. Further, an advanced study of English grammar will further develop the understanding of complex writing. Finally, at least four novels will be read throughout the year, which are representative of time periods in American literature.

### *Honors English 12*

Literature and Composition Students will be introduced to the history, literary elements, and examples of British and world literature in the form of poetry, short stories, and drama in order to come to an understanding of the makings of our own literary and language heritage. In addition, honors students will be intensely studying literary techniques and terms through the means of a broad range of representative projects. The writings in the course will center on the expository, interpretive, and creative styles of writing. Finally, at least four class novels will be read throughout the year in addition to several self-selected classics

### *Special Topics and Research in American History*

A weighted course that will investigate selected topics in American History including current events, local history and historical incidents as presented in motion pictures. Students will do research in these and in other areas of interest. They will become acquainted with sources and techniques used in historical research.

### *College Credit Plus*

Students in grades 7-12 may apply to take college courses at local universities, online coursework at any Ohio state-funded university, or other participating colleges or universities, for dual high school and college credit. This replaces Post-Secondary Enrollment Option (PSEO). The application deadline is April 1. See the high school guidance counselor for more information. If the course matches a student's area of gifted identification, these courses may meet the state requirements for gifted services.

### **Withdrawal**

If a parent wishes for his or her child to withdraw from gifted services, the request should be made in writing to the building principal and to the district gifted services personnel, outlining the nature of the concern. The principal will contact the parent to discuss the concern and will notify the gifted services personnel about the request. A meeting may also be convened with the parent, the principal, the gifted services personnel, and other school personnel. Withdrawal from gifted services becomes effective when the gifted services coordinator receives a signed copy of the *Gifted Services Withdrawal Form*. Until then, services will continue.

### **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.

### *Middle School Enrichment Opportunities*

Middle school students have opportunities to participate in a variety of additional in-school and school-sponsored out-of-school enrichment activities, including:

- Athletic Teams (Football, Volleyball, Basketball, Cross Country, Baseball, Softball, Track, and Cheerleading)
- Band (grades 5-8, Solo & Ensemble contest, concerts)
- Choir (grades 7-8, Solo & Ensemble contest, concerts)
- DARE (grade 5)
- Spelling Bee
- Middle School Musical
- Camp Wilson (grades 5 and 6)
- Manufacturing Tour (grade 7)
- Washington D.C. trip (grade 8)

### *High School Enrichment Opportunities*

High school students have opportunities to participate in a variety of additional in-school and school-sponsored out-of-school enrichment activities, including:

- Athletic Teams (Football, Volleyball, Golf, Cross Country, Wrestling, Bowling, Basketball, Softball, Baseball, Track, and Cheerleading)
- Band (Marching Band, Concert Band, Pep Band, Competitions, Solo & Ensemble contest)
- Show Choir
- Drama Club
- Organizations and Clubs:
  - FCCLA (Family, Career and Community Leaders of America)
  - FFA
  - National Honor Society
  - Spanish Club
  - Art Club
  - Science Club
  - FTA (Future Teacher)
  - Parkway Business Club
  - Tech Club
- Scholastic Bowl Team
- Student Council
- Class Officers
- Yearbook Staff

## **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.

## **PARKWAY LOCAL SCHOOL DISTRICT RESOURCES**

Parkway Local School District website: <http://www.parkwayschools.org/home>

Mercer County Educational Service Center Gifted Service website:

<http://www.mercercountyesc.org/our-services/gifted-education/>

## **OHIO DEPARTMENT OF EDUCATION RESOURCES**

Academic Acceleration for Advanced Learners

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners>

Resources for Parents of Gifted Children

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents>

College Credit Plus

<https://www.ohiohighered.org/ccp>

## **OTHER RESOURCES**

Hoagies' Gifted Education website: <http://www.hoagiesgifted.org/>

The Ohio Association for Gifted Children: <http://www.oagc.com/>

The National Association for Gifted Children: <https://www.nagc.org/>

Supporting Emotional Needs of the Gifted: <http://sengifted.org/>

For additional copies of this packet and access to district forms, and other resources, go to the Mercer County Educational Service Center webpage: <http://www.mercercountyesc.org/>

<p>If you have questions, please contact your building principal or: Katie Kraner, Gifted Intervention Specialist 419-363-3045</p>
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