

Loudonville-Perrysville Exempted Village School District
Gifted Education Administrative Guidelines



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LOUDONVILLE-PERRYSVILLE EXEMPTED VILLAGE SCHOOL DISTRICT
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Definitions

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to other 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.

Criteria for Identification and Further Assessment

After any initial gifted identification made in conformance with the Ohio Department of Education Gifted Operating Standards (3301-51-15), a student shall remain identified regardless of subsequent testing or classroom performance. The district shall identify students who are gifted and are enrolled in grades kindergarten through twelve as follows:

Superior Cognitive Ability

A student shall be identified as exhibiting “superior cognitive ability” if the student did either of the following within the preceding twenty-four months:

- 1) Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist; or
- 2) Accomplished any one of the following:
 - a. Scored at least two standard deviations above the mean, minus the standard error of measurement on an approved standardized group intelligence test;
 - b. Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery or a nationally normed achievement test; or
 - c. Attained an approved score on one or more above grade-grade level standardized, nationally normed approved tests

Specific Academic Ability

A student shall be identified as exhibiting “specific academic ability” superior to that of students of similar age in a specific academic ability field, if, within the preceding twenty-four months the student performed at or above the 95th 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.

Creative Thinking Ability

A student shall be identified as exhibiting “creative thinking ability” superior to a student of a similar age, if within the previous twenty-four months, the student scored one

standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- 1) Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
- 2) Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

Visual or Performing Arts Ability

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

- 1) Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
- 2) Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.

Criteria for further assessment of students who perform or show potential for performing at remarkably high levels of accomplishment in each of the gifted areas identified in this policy correspond with the assessment instruments used and their reassessment score, as determined by the assessment publisher or the Ohio Department of Education requirements for reassessment. Moreover, as identified in the Ohio Department of Education Gifted Operating Standards (3301-51-15), any student can be referred for gifted screening by the following individuals: teachers, parents, other students, or the student themselves.

Methods of Screening and Assessment

The district provides whole grade screening for (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (3) creative thinking ability for all students taking place in the second (2nd) and fifth (5th) grades.

A student can request gifted screening or be referred for gifted screening by teachers, parents, or other students at any time. Two opportunities for assessment, regardless of grade levels where gifted services are offered, will be provided each school year. A student's initial assessment shall be completed within 90 days of referral.

These screening and assessment procedures have been developed to ensure the inclusion of minority and disadvantaged students, students with disabilities, and English learners.

Additionally, any student transferring into the district will be assessed within ninety days of the transfer, at the request of the parent.

Assessment dates for referred students can be found in the District Gifted identification Plan.

The district may contract with any qualified public or private service provider to provide screening or assessment services.

Referral of Students for Gifted Screening

A student can request gifted screening or be referred for gifted screening by teachers, parents, or other students at any time. Two opportunities for assessment, regardless of grade levels where gifted services are offered, will be provided each school year. A student's initial assessment shall be completed within 90 days of referral.

In order to complete gifted referral screening, a completed gifted referral form, located at the district office and online, must be submitted to the district office. Parent permission must be given for gifted referral to take place. Once a referral form has been submitted, the district will attempt to gain parent permission. Parent permission may be given by completing the parent permission form, located at the district office and online. Once parent permission is received, the district will schedule the screening and notify the parents in writing of the screening date in advance. After the screening is completed, the district will share the results with the parent, in writing, within 30 days of the district's receipt of results.

Reassessment of Students

When students meet the reassessment score on any identification assessment that student will need to be reassessed. In order to complete student reassessment, parent permission must be given. Parents will be notified, in writing, of the need for reassessment within 30 days of the district's receipt of assessment scores. Parent permission can be given by completing, and submitting to the district office, the parent permission form located online and at the district office. Once parent permission is received, the student will be scheduled for reassessment using a state approved assessment tool, and parents will be notified, in writing, of the reassessment date in advance. Within 30 days of the district receiving the reassessment score, parents will be notified, in writing, of student results.

Sources of Assessment Data

The district only uses assessment instrument(s) for screening and identification which have been approved by the Ohio Department of Education. The district has multiple assessments to identify for giftedness. Using these assessments allows for identification of students who are gifted, as well as selection of students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in each of the areas of gifted identification in this plan. Assessments that may be used by the district are listed below under

their respective gifted identification area. Reassessment scores indicate identification for further assessment.

The assessments selected come from the Ohio Department of Education Chart of Approved Assessments in order to provide accessibility to students, including minority and disadvantaged students, students with disabilities, and English language learners.

Gifted Identification Area	Assessment for Identification	Checklist for Identification
Superior Cognitive Ability	<p>Cognitive Abilities Test (CogAT), Form 7 VQN Composite, <i>ID Score= 128, Reassessment score= 126 (grades 2-12); ID Score= 127, Reassessment score= 126 (grades K-1)</i></p> <p>InView-A Measure of Cognitive Abilities, <i>ID Score= 128, Reassessment score= 126 (grades 2-12)</i></p> <p>Iowa Assessments, Form E, Complete Battery <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 2-12)</i></p> <p>Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II) MPI Scoring <i>ID Score= 126, Reassessment score= 125 (grades 3-12) Scoring ID Score= 127, Reassessment score= 126 (grades K-2)</i></p> <p>Naglieri Nonverbal Ability Test – Individual Administration, <i>ID Score= 125, Reassessment score= 124 (ages 5-11); ID Score= 126, Reassessment score= 125 (ages 12-17)</i></p> <p>Raven’s Progressive Matrices (Standard form) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 1-12)</i></p> <p>Stanford-Binet Intelligence Scales- 5th Edition <i>ID Score= 127, Reassessment score= 126 (grades K-12)</i></p> <p>Wechsler Intelligence Scale for Children -5th Edition (WISC-V) <i>ID Score= 127, Reassessment score= 126 (grades 1-10)</i></p>	Not Required
Creative Thinking Ability	<p>Cognitive Abilities Test (CogAT), Form 7 VQN Composite, <i>ID Score= 112, Reassessment score= 110 (grades 2-12); ID Score= 111, Reassessment score= 110 (grades K-1)</i></p> <p>InView-A Measure of Cognitive Abilities, <i>ID Score= 112, Reassessment score= 110 (grades 2-12)</i></p> <p>Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II) MPI Scoring , <i>ID Score= 112, Reassessment score= 110 (grades K-2) ID Score= 111, Reassessment score= 110 (grades 3-12)</i></p> <p>Naglieri Nonverbal Ability Test – Individual Administration, <i>ID Score= 110, Reassessment score= 109 (ages 5-11); ID Score= 111, Reassessment score= 110 (ages 12-17)</i></p> <p>Raven’s Progressive Matrices (Standard form) <i>ID Score= 90th percentile, Reassessment score= 89rd percentile (grades 1-12)</i></p> <p>Stanford-Binet Intelligence Scales- 5th Edition <i>ID Score= 112, Reassessment score= 110 (grades K-12)</i></p> <p>Wechsler Intelligence Scale for Children 5th Edition (WISC-V) <i>ID Score= 112, Reassessment score= 110</i></p>	Gifted and Talented Evaluation Scales 2 (GATES 2) - Creative Thinking Section, (Questions 21-30) <i>ID Score= Standard Score of 111 and above Reassessment score= Standard Score of 90-110 (Ages: 5-18)</i>

Specific Academic Ability (Reading)	<p>ACT Assessment Program (AAP) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 6-12)</i></p> <p>Iowa Assessments, Form E,(Complete Battery & Core Battery) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 2-12)</i></p> <p>Kaufman Tests of Educational Achievement, 3rd Ed. (KTEA-III) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (age 4.5 –grade 12)</i></p> <p>Terra Nova, Third Edition (Complete Battery) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 2-12)</i></p>	Not Required
Specific Academic Ability (Math)	<p>ACT Assessment Program (AAP) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 6-12)</i></p> <p>Iowa Assessments, Form E,(Complete Battery & Core Battery) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 2-12)</i></p> <p>Kaufman Tests of Educational Achievement, 3rd Ed. (KTEA-III) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (age 4.5 –grade 12)</i></p> <p>Terra Nova, Third Edition (Complete Battery) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 2-12)</i></p>	Not Required
Specific Academic Ability (Social Studies)	<p>Iowa Assessments, Form E,(Complete Battery) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 2-12)</i></p> <p>Terra Nova, Third Edition (Complete Battery) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 2-12)</i></p>	Not Required
Specific Academic Ability (Science)	<p>ACT Assessment Program (AAP) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 6-12)</i></p> <p>Iowa Assessments, Form E,(Complete Battery) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 2-12)</i></p> <p>Terra Nova, Third Edition (Complete Battery) <i>ID Score= 95th percentile, Reassessment score= 93rd percentile (grades 2-12)</i></p>	Not Required
Visual or Performing Arts Ability: Dance	Ohio Department of Education Rubric: K-12 <i>ID Score= 26-30, Reassessment score= 20-25</i>	Gifted and Talented Evaluation Scales 2 (GATES 2) – Artistic Talent Section, (Questions 41-50) <i>ID Score= Standard Score of 111, Reassessment score= Standard Score of 90-110</i>
Visual or Performing Arts Ability: Drama	Ohio Department of Education Rubric: K-12 <i>ID Score= 20-24, Reassessment score= 16-19</i>	Gifted and Talented Evaluation Scales 2 (GATES 2) – Artistic Talent Section, (Questions 41-50) <i>ID Score= Standard Score of 111, Reassessment score= Standard Score of 90-110</i>

Visual or Performing Arts Ability: Music	Ohio Department of Education Rubric: <i>ID Score= 18-21, Reassessment score= 14-17 (ages 4–13.11)</i>	Gifted and Talented Evaluation Scales 2 (GATES 2) – Artistic Talent Section, (Questions 41-50) <i>ID Score= Standard Score of 111, Reassessment score= Standard Score of 90-110</i>
Visual or Performing Arts Ability: Visual Arts	Ohio Department of Education Rubric: <i>K-12 ID Score= 51, Reassessment score= 48-50</i>	Gifted and Talented Evaluation Scales 2 (GATES 2) – Artistic Talent Section, (Questions 41-50) <i>ID Score= Standard Score of 111, Reassessment score= Standard Score of 90-110</i>

As set forth in paragraph (C) of the Gifted Operating Standards (3301-51-15), the district shall accept assessment results from other districts or from a trained individual outside the district, as equivalent to district testing, and may not exclude a student from service options due to reassessment, test scores from other districts or test scores from trained personnel outside of the district if the student meets the criteria specified in paragraph (C) of the Gifted Operating Standards. The district shall not alter eligibility through any consideration of computation other than as set forth in paragraph (C) of the Gifted Operating Standards (3301-51-15).

Equal Access to Screening and Assessment

According to Ohio Revised Code, Chapter 3324, The Department of Education shall ensure that the approved list of assessment instruments includes instruments that allow for appropriate screening and identification of gifted minority and disadvantaged students, children with disabilities, and students for whom English is a second language.

To ensure equal access to screening and further assessment, all students are assessed in grade levels where whole grade testing occurs, unless opted-out by a parent. No subgroups of students are identified or targeted for opt-out of gifted identification assessment. In regard to referral-based testing, the district ensures equal access to screening and further assessment by offering referral-based assessment to all students in grades k-12 in each area of gifted identification and ensures that assessments are approved by the Ohio Department of Education.

Assessments will be provided and administered in the student’s native language or other mode of communication if English is a barrier to the student’s performance or if requested by the parent.

Assessments are provided and administered using the accommodations in a student's Individualized Education Plan or 504 Plan. If these accommodations are not consistent with a test's allowable accommodations, a comparable state approved assessment instrument shall be used.

Assessments are selected and administered to ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting on the student's disability or impaired sensory, manual or speaking skills.

Equal Opportunity of Services

Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, district educator, or the department of education upon request.

Written criteria provided by the district shall include an explanation of the methods used to ensure equal access to each gifted service for all eligible district students, including minority or disadvantaged students, students with disabilities and English learners. This written criteria shall not unduly restrict access to services.

Subjective criteria such as grades and teacher recommendations shall not be used to exclude a student from service.

All district students who meet the written criteria for an available gifted service, identified below, shall be provided an equal opportunity to receive that service.

Available Services

District Name for Service	Service Setting	Grade Levels	Criteria for Service	Service Provider
Early Entrance to Kindergarten	Regular Education Classroom	Pre-K	per Acceleration Policy- and IOWA Acceleration Scale	Regular Education Teacher
Whole Grade Acceleration	Regular Education Classroom	K-12	Gifted Identification in Superior Cognitive and/or Academic Area(s) per Acceleration Policy and IOWA Acceleration Scale	Regular Education Teacher

Subject Acceleration	Regular Education Classroom	K-12	Gifted Identification in Superior Cognitive and/or Academic Area(s) per Acceleration Policy	Regular Education Teacher
Gifted and Talented Program-ACCENT	Resource Room/Pull Out	5 th and 6 th graders	Superior Cognitive and/or Creative Thinking ability	Gifted Intervention Specialist (GIS)
International Baccalaureate	Tri-County ESC International Baccalaureate Program @ Wooster High School	11-12	Gifted Identification in Superior Cognitive and/or Academic Area(s) per program admission guidelines	Tri-County ESC International Baccalaureate Teachers
College Credit Plus	College Classroom	7-12	Superior Cognitive and/or Specific Academic Area(s) enrolled in the College Credit Plus Program in the area of identification	College Instructors

Resolving Disagreements and Appeals Process

Any disagreement regarding gifted services, identification, and placement of students in gifted services should be referred to the building principal. If a resolution, through discussion and conference, cannot be reached, the issue should be referred to the director of curriculum, gifted coordinator, and superintendent. The superintendent’s office will schedule a meeting, in writing, with the parents to resolve the issue. At this meeting, personnel providing gifted services may be present, as well as the director of pupil personnel, the director of curriculum and/or the gifted coordinator.

Parents may appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment, or the placement of a student in any program or for receipt of services. In order to submit an appeal, parents must complete the Appeal Form and submit it to the district office. The Appeal Form is located online and at the district office. Once an official appeal has been submitted to the district office, the district will contact the parent to schedule a meeting between the parent and district. Educators providing gifted services to the referenced student may also be present. Within 30 days after the meeting, the superintendent will issue a written decision with rationale to the parent.

Withdrawal from Gifted Services

A student may be withdrawn from gifted services or programs by parents. This withdrawal from gifted services or programs must be submitted to the building principal in writing. That form will be submitted to the district office and the Gifted Coordinator. After written request for withdrawal from gifted services or programs is received, the student will be withdrawn from the stated gifted services or programs. However, the student will still be identified as gifted, according to state law.

If the student receives no gifted services after this withdrawal, a “No Services” letter will be disseminated to the parents of the student each year gifted services are not provided.