

Elyria City Schools

Gifted Education

Ensuring that each child reaches his or her full potential

Updated 3.25.24



POLICY AND PLAN FOR THE IDENTIFICATION AND SERVICE OF CHILDREN WHO ARE GIFTED

Gifted Policy

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.

Board Policy

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children who are gifted in the District must be provided opportunities to progress as their abilities permit. The Board believes that these children require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Annually, children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program.

Overview

The Elyria City School District uses whole-grade screenings and referrals to screen and identify, or screen and reassess 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.

Gifted Intervention Specialists (GIS) work directly with classroom teachers and students to design learning opportunities to meet student needs. Students with gifted identifications in grades K-8 are provided service by General Education Teachers participating in Gifted Professional Development and supported by Gifted Intervention Specialists. For grades 9-12, service opportunities are available through honors, AP, and CCP courses.

Identification and Service Plan Approval

The District Policy and Plan for the Identification and Service of Children who are gifted must be approved by the Ohio Department of Education. Changes in the identification and/or service plan procedures must be reported to the Ohio Department of Education.

District Screening & Identification Process

The Elyria City School District ensures equal access to screening and further assessment of ***all district children***, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities, and children for whom English is a second language. Assessment instruments and conditions shall be used that are appropriate for each student.

Students can be screened for possible gifted identification by ***whole-grade screening*** and/or by a ***referral*** process in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

Whole-Grade Screening

The 2018 Operating Standards for Identifying and Serving Students Who are Gifted (Ohio Administrative Code 3301-51-15) requires districts to administer two whole-grade screenings opportunities per school year. These whole-grade screenings must occur once during the K-2 grade band and once during the 3-6 grade band in each of these areas: superior cognitive ability, creative thinking ability, reading and mathematics.

Elyria students will participate in whole-grade screening once during the K-2 grade band and once during the 3-6 grade band in each of these areas: superior cognitive ability, creative thinking ability, reading and mathematics. Students will be screened for superior cognitive identification using the Naglieri Nonverbal Ability Test (NNAT3) and creative thinking identification using the Torrence Test of Creative Ability. Whole-grade screening for specific academic identification using the IOWA test.

Whole-grade screening for specific academic identification using the NWEA MAP Growth - math and reading occurs in grades third through eighth three times per year.

Referrals

The district shall provide at least two opportunities each year for assessment in the case of children requesting or recommended for assessment. Referral forms can be found on the District website under District/Academic Services/Parent and Family Resources/Gifted Services at www.elyriaschools.org and can be submitted at any time during the year. Parent permission is required for gifted screening/assessment by 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, the district will:

- Schedule the student for assessment (within **90** days of referral);
- Follow the process as outlined in this plan; and
- Notify parents of results of screening or assessment and identification within **30** days of completion of district testing.

Assessment (if needed)

When the screening has been completed, if the score is within the district-specified range and below the identification score, reassessment for possible identification occurs. This approach ensures any potentially gifted student does not go unidentified. This process aims to *include*, rather than *exclude*, students who are close to the identification score. In the case of whole-grade screenings, parent permission must be obtained for reassessment. When the reassessment has been completed, if the score meets cut-off scores specified in the Ohio Department of Education's guidance, the identification is made and educational needs are determined.

Identification

When the screening assessment has been completed, if the score meets the cut-off scores specified in the Ohio Department of Education's guidance, the identification is made and educational needs are determined.

Parent Notification

Parents are notified of whether or not the results of their child's testing meet state gifted identification (per ORC 3324.03) criteria within **30** days of the date test results are received by the district. Letters are mailed home or sent home with students in a sealed envelope.

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, with required documentation provided by other schools and/or trained personnel outside the school district.

Transfer Students

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 should contact the Gifted Coordinator. If a student was previously identified as gifted in Ohio or another state, parents and/or guardians need to contact the Gifted Coordinator at (440) 284-5236 and share past Written Education Plans and official test reports upon registration for review. Once a student has been identified in Ohio (must be on the OEDS approved school) by an approved assessment and qualifying score according to ODE, there is no need to re-identify a student. The testing must be completed by a qualified professional. Documentation is required. The Elyria City School District accepts outside testing that follows Ohio Revised code 3324.01-07.

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.

Parents should submit a letter within **30** days of notification of results to the superintendent or designee outlining 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.

Assessments

The Elyria City School District uses assessment instruments approved by the Ohio Department of Education for gifted screening and identification.

Superior Cognitive Ability and Creative Thinking Ability (Part 1: Intellectual Ability)	Grade/Age	Superior Cognitive Identification	Reassessment	Creativity Screening
Cognitive Abilities Test (CogAT) Form 7, VQN	Grade K	127	124	111
	Grade 1	128	125	111
	Grade 2	128	125	112
	Grade 3	127	124	112
	Grades 4-6	128	125	112
	Grades 7-12	127	124	112
Raven's 2 Progressive Matrices	Ages 4-16	124	121	109
	Ages 17-20	125	122	110
Wechsler Intelligence Scale for Children—5th Edition, FSIQ	Grades K-12	127	124	112
Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities	Grades Pre-K-12	127	124	112
Naglieri Nonverbal Abilities Test	Grades Pre-K-4	126	123	110
	Grades 5-7	125	122	109
	Grades 8-10	126	123	110
	Grades 11-12	127	124	111

Creative Thinking Ability (Part 2: Creative Behaviors)	Grade	Identification	Reassessment
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	Grades K-12	51	48-50
Torrance Test of Creative Ability	Grades K-12	95th percentile	92nd percentile

Specific Academic Ability (Reading, Math, Science, Social Studies)	Grade	Identification	Reassessment
The ACT (Math, Reading, & Science Only)	Grades 11-12	95%ile	94%ile
The Iowa Assessments, Complete Battery: Forms E and F (Gr. K, Math & Reading Only)	Grades K-12	95%ile	92%ile
MAP Growth 2-5 and 6+ (Math and Reading only)	Grades 2-10	95%ile	92%ile
Stanford-Achievement Test—10th Edition- Complete Battery (K-3, Math & Reading Only)	Grades K-12	95%ile	92%ile
Terra Nova, Third Edition, Complete Battery, (Gr. K, Math & Reading Only)	Grades K-12	95%ile	92%ile
Woodcock-Johnson, IV, Tests of Achievement	Grades Pre-K-12	95%ile	92%ile

Visual and Performing Arts	Grade	Identification	Reassessment
Dance Ohio Checklist of Artistic Behavior - Dance Ohio Department of Education Rubric	9-12 Grades K-12	32 26	29-31 20-25
Drama Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VII Ohio Department of Education Rubric	Grades K-12 Grades K-12	57 20	54-56 16-19
Music Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VI Ohio Department of Education Rubric	Grades K-12 Grades K-12	39 18	37-38 14-17
Visual Arts Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part V Ohio Department of Education Rubric	Grades K-12 Grades K-12	61 21	59-60 16-20

Gifted Services

The Elyria City Schools provides a continuum of services (K-12) for students who need differentiated curriculum and instruction. Each Gifted Intervention Specialist (GIS) supports the classroom teacher in servicing a caseload of identified students. The role of the GIS is to:

- Know students' strengths, interests, learning preferences, and levels of social/emotional and academic functioning;
- Communicate and collaborate with parents, students, and teachers to determine appropriate student learning goals and opportunities for growth as documented on the Written Education Plan (WEP);
- Monitor the progress of student learning and provide modifications as needed to ensure growth;
- Provide support to teachers by co-planning, co-teaching, working with small groups, and/or consulting with individual students
- Design activities and implement strategies to adjust pacing, depth, and complexity of content;
- Provide resources and professional development related to gifted education.

Written Education Plan (WEP)

An individual Written Education Plan (WEP) is created for each identified student receiving gifted services in compliance with the State Operating Standards. The WEP contains a description of those services, goals for the student for each service provided, methods and schedule for reporting progress, staff responsible for ensuring delivery of service, a waiver policy and a date for next review. WEPs are shared with parents at conferences, virtually, and/or sent home with the student during the first grading period. WEPS can be amended at any time.

Service Settings/Providers

Gifted services in Elyria City Schools are provided by general education teachers with support from a Gifted Intervention Specialist. Instruction may occur in large groups, small groups, flexible groupings, cluster groupings, and/or resource rooms.

Equitable Service

All gifted services in the Elyria City School District shall be delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code. The Elyria City School District strives to offer a continuum of services to serve the diverse needs of gifted students within the available resources. The District ensures equal opportunity for all district students identified as gifted to receive any services offered by the District for which the student meets the criteria.

Continuum of Gifted Services

District Name for Service	Service Setting	Grade Level	Criteria for Service
Early Entrance	General education classroom with Early Entrance	K-1	Team recommendation for Early Entrance based on acceleration assessment process approved by ODE and Identification in Superior Cognition, Specific Academic Ability, and/or Creativity
Differentiation in a Cluster Classroom	General education classroom	K-12	Identifications in Superior Cognition, Specific Academic Ability, and/or Creativity
Grade Level Acceleration	General education classroom	K-12	Team recommendation for Grade Level Acceleration based on acceleration assessment process approved by ODE and Identification in Superior Cognition, Specific Academic Ability, and/or Creativity
Middle & High School Honors Courses	General education or honors classroom	6-12	Qualifying scores, completion of prerequisite classes, and identification in Superior Cognition, Specific Academic Ability, and/or Creativity
Subject Acceleration (ex. 8th graders taking High School Algebra)	General education or honors classroom	K-12	Team recommendation for Subject Level Acceleration and Identification in Superior Cognition, Specific Academic Ability, and/or Creativity
Advanced Placement (AP) Courses	AP Classroom	9-12	Completion of Course Prerequisites and Identification in the area of Superior Cognition and/or corresponding Specific Academic area
College-Credit Plus (CCP)*	CCP Classroom at EHS; Lorain County Community College; Other Post-secondary institution:	7-12	Completion of Course Prerequisites and Identification in the area of Superior Cognition and/or corresponding Specific Academic area *for more information, contact your child's guidance counselor

Withdrawal

If at any time a parent wishes to withdraw their child from gifted programs or services, the request should be written by the parent to the building administrator. A declining service form will be issued. If a child requests to withdraw, parents will be notified.

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.

Acceleration

The Ohio Revised Code section 3324.10 requires that districts put into effect an acceleration policy for advanced students. Acceleration allows students who show mastery of grade-level content to experience an above-grade-level curriculum that is not normally a curricular option, in order to foster academic growth.

Formal Acceleration Options Include:

- Early Entrance to Kindergarten
- Early Entrance to First Grade
- Whole-Grade Level Acceleration
- Subject Acceleration
- Early Graduation

Referrals

- Any student residing in the district may be referred by the following people for evaluation for possible accelerated placement by a teacher, administrator, gifted intervention specialist, guidance counselor, school psychologist, parent or legal guardian of the student, or student (self or peer referral).
- Copies of this policy and referral forms for evaluation are available at each school building, central registration, or by request (contact Gifted Services Coordinator).
- Completed referral forms signed with parent permission to evaluate the student are to be sent to the Gifted Services Coordinator.

Acceleration Evaluation

- Children who are referred for evaluation for possible accelerated placement *sixty or more days prior to the start of the school year* shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school.
- Children who are referred for possible accelerated placement *sixty or more days prior to the start of the second semester* shall be evaluated for possible accelerated placement at the start of the second semester.
- In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated.

Early Entrance Evaluation

All early entrance applicants **must** schedule a meeting with the Gifted Service Coordinator prior to submitting a referral form and prior to April 30th of the school year for which admission is requested.

- Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated

for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child or at the discretion of the principal of the school to which the student may be admitted. Early Entrance referrals need to be completed and submitted to the Gifted Service Coordinator before or on *April 30* of the school year prior for which admission is requested.

- The evaluations will be coordinated through the Gifted Services Department. Once an application has been received, parents will be called to schedule an individual intelligence assessment for their child at the Elyria City Schools Administration Building. Students who score at least one standard deviation above the mean on intelligence assessment will then move on to academic achievement testing.
- Once the evaluations are completed, an acceleration evaluation committee will convene for the purpose of conducting a fair and thorough evaluation of the child. This committee should include the following:
 - 1) the home school principal or assistant principal
 - 2) a kindergarten teacher
 - 3) a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student
 - 4) a gifted education intervention specialist
 - 5) a school psychologist or guidance counselor
- For successful candidates, a Written Acceleration Plan (WAP) shall be completed prior to the accelerated setting. It shall include strategies to support a successful transition.

Early Graduation

Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

For early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06 (G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

Acceleration Evaluation Committee

Upon receipt of referral for acceleration, an evaluation committee will be developed to determine the most appropriate learning environment for the referred students on a case-by-case basis. This committee shall be composed of the following: principal, current teacher (if applicable), receiving

teacher (if applicable), parent or legal guardian or student, gifted intervention specialist (if applicable), school psychologist or guidance counselor, and gifted coordinator.

The acceleration evaluation committee shall be charged with the following responsibilities: The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations. The acceleration evaluation committee shall issue a written decision based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

- Students considered for whole-grade acceleration and/or early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education and Workforce.
- Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement.

Parent Notification:

A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within **45** days of the submission of the referral to the gifted coordinator. This notification shall include instructions for appealing the outcome of the evaluation process.

Written Acceleration Plan (WAP):

Students who are accelerated will have a Written Acceleration Plan (WAP) in order to encourage academic success and a successful transition into the accelerated setting. Once the transition is complete, the WAP becomes a part of the student's permanent record.

Appeal Procedure

A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within **30** days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final.

Additional Information

Who should be tested for gifted identification?

Children who exhibit characteristics associated with gifted identification should be tested if more information is needed to plan appropriate learning experiences.

Gifted characteristics may include:

- an extreme need for constant mental stimulation
- an ability to learn and process complex information rapidly
- a need to explore subjects in surprising depth
- an insatiable curiosity, as demonstrated by endless questions and inquiries
- ability to comprehend material several grade levels above their age peers
- surprising emotional depth and sensitivity at a young age
- enthusiastic about unique interests and topics
- quirky or mature sense of humor
- creative problem solving and imaginative expression
- absorbs information quickly with few repetitions needed
- self-aware, socially aware, and aware of global issues

Gifted children may demonstrate some but not all of these traits; every child is different.

Why should a child be tested?

Students should be tested if the test results will allow a deeper understanding of individual learning needs. Testing results can help locate students who will benefit from curricular modifications to meet their learning potential.

For more information:

- <https://education.ohio.gov/Topics/Other-Resources/Gifted-Education>

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