Marion Local Schools

Marion Local Schools Gifted Education Identification Policy & Service Plan

The district ensures equal opportunity for all district students identified as gifted to receive any district services for which they meet the criteria. This plan outlines the district's model for gifted identification and service, outlined in the Operating Standards for Identifying and Serving Gifted Students (Ohio Administrative Code 3301-51-15)."

Gifted Services and Enrichment for Grades 2-12

Marion Local Schools recognizes the importance of ensuring that gifted students are served by qualified teachers who understand their needs. In addition to collaborating with staff on affective and academic strategies and supports for gifted-identified and high-ability students, Gifted Intervention Specialists (GIS) provide services directly to gifted students. Students may be identified throughout the school year based on evaluations and assessment results; however, decisions regarding gifted services may not be made and/or implemented until the start of a new school year. Although the State of Ohio requires gifted identification, it does not mandate comprehensive services for gifted children who have been identified. **When service is provided, student learning is driven by Written Education Plans (WEP) or Written Acceleration Plans (WAP).**

The following services are currently available to students meeting specific criteria in certain grade levels:

Gifted Services for Elementary & Middle School

Elementary Services Include	Grade	Required Gifted Identification Area(s)
Cluster Grouped in the Regular Classroom	2-8	Cognitive, Math, Reading, and/or Creative Thinking
Co-Teaching in a Cluster Group	4	Math
Math with Gifted Intervention Specialist	5-6	Cognitive Score of 120 or higher and Math
Single Subject Acceleration	7-8	Math

Gifted Services for High School

High School Gifted Services Include	Grade	Required Gifted Identification Area(s)
Cluster Grouped in the Regular Classroom	9-12	Math

Eligibility

Written criteria for determining eligibility for gifted services are reviewed annually and provided to parents/guardians upon request. All students who meet the written criteria are provided an equal opportunity to receive gifted services. When services reach capacity, priority is given to students with the highest cognitive assessment scores. Subjective criteria, such as teacher recommendation, are not

used to exclude students who otherwise meet eligibility requirements. All services are differentiated and aligned with Ohio Administrative Code 3301-51-15.

Referral

Students may be referred in writing for additional gifted screening 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:

- Follow the process as outlined in the policy and plan, and
- Notify parents of screening or assessment results and identification within 30 days.

Students referred with permission on file by October 31 will be tested between November 1 and 30.
Students referred with permission on file by March 31 will be tested between April 1 and May 31.
Students referred after March 31 will be tested the following fall.

Screening

The district ensures equal access to screening and further assessment of superior cognitive and/or specific academic ability for all district children, including those from culturally or linguistically diverse backgrounds, low-socioeconomic backgrounds, with disabilities, and those for whom English is a second language.

In accordance with ORC 3324.01–07 and the most recent chart of approved assessments, the district utilizes multiple assessment instruments for screening and identification, including, but not limited to, those identified below.

<table>
<tr><th colspan="2">District Screening Assessments</th></tr>
<tr><th>Cognitive Ability</th><th>Academic Ability</th></tr>
<tr><td rowspan="3">Cognitive Abilities Test (CogAT) Form 7
Grades 1-12
Screening - 126, 127, or 128 Composite
Identification - 127 Composite Gr. 1
128 Composite Gr. 2 & 4-12
129 Composite Gr. 3
Form 8
Screening - 126, 127, or 128 Composite
Identification - 127 Composite Gr. 1
128 Composite Gr. 2-11
129 Composite Gr. 12

Whole grade testing in grades 1 & 3</td><td>The Iowa Assessments
Grades K-12
Screening - 94th Percentile
Identification - 95th Percentile
Whole grade testing in grades 1.</td></tr>
<tr><td>Star Reading & Math
Grades 3-12 (reading) 1-12 (math)
Screening - 94th Percentile
Identification - 95th Percentile
Whole grade testing in grades 1-8.</td></tr>
<tr><td>The ACT
Grades 11 & 12
Screening - 94th Percentile
Identification - 95th Percentile
Testing in grade 11.</td></tr>
</table>

Follow-up Assessments (used for referrals and reassessments)	
Cognitive Ability	**Academic Ability**
InView Cognitive Abilities Assessment Grades 2-12 Screening - 127 Composite Identification - 128 Composite	**TerraNova Achievement Tests** Grades K-12 Screening - 94th Percentile Identification - 95th Percentile
Woodcock-Johnson IV (WJ-IV) Grades K-12 Screening - 126 Composite Identification - 127 Composite	**Woodcock-Johnson IV, Tests of Achievement** Grades K-12 Screening - 94th Percentile Identification - 95th Percentile

Creative Thinking Ability
A student shall be identified as exhibiting "**creative thinking ability**" superior to children of a similar age if, within the previous 24 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: • Attained a sufficient score, as established by the Ohio Department of Education and Workforce, on an approved individual or group test of creative ability; • Established sufficient performance, as established by the Ohio Department of Education and Workforce, on an approved checklist of creative behaviors.

Visual and Performing Arts
A student shall be identified as exhibiting "**visual or performing arts ability**" superior to that of children of similar age if the student has done both of the following: • Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; • Exhibited to a trained individual sufficient performance, as established by the Ohio Department of Education and Workforce, on an approved checklist of behaviors related to a specific arts area

Identification

When the screening assessment has been completed, the identification decision is made if the data obtained is from an approved identification instrument and the score meets the cut-off scores specified in the Department of Education and Workforce guidance. The student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Reassessment

Reassessment for possible identification occurs when results from an approved screening or identification instrument fall within a district-specified range below the identification cut score.

Board Approved:

Transfer

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the parent's request. Parents should contact 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
- Receipt of services.

Parents should submit a letter 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. This written notice should include the reason for the decision(s).

Withdrawal

If a student wishes to withdraw from gifted programs or services, the parent or the student should submit a written request to the building administrator. If children request to withdraw, parents will be notified.

If you have questions, please call your building principal or
WENDI MOORMAN, GRAND LAKE REGIONAL ESC GIFTED SUPERVISOR, at 419-586-6628.

Board Approved: