



GIFTED SERVICES HANDBOOK

2018-2019

August 2018

WHAT IS GIFTED? WHO IS GIFTED?

DEFINITION OF GIFTED STUDENTS

Gifted students, as defined in the Ohio Revised Code (3324.01), are those who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. These students possess superior intellectual abilities, superior academic abilities, superior creative thinking, and/or superior ability in the visual and performing arts.

OHIO LAW REGARDING GIFTED

Ohio law mandates that school districts provide opportunities to assess children for gifted identification. Using state approved assessment instruments; districts are required to provide testing opportunities to determine possible identification in the following areas:

SUPERIOR COGNITIVE ABILITY	SPECIFIC ACADEMIC ABILITY	CREATIVE THINKING ABILITY	VISUAL OR PERFORMING ARTS ABILITY
<p>(1) Score two standard deviations above the mean minus the standard error of measurement on an intelligence test, or</p> <p>(2) Perform at or above the 95th percentile on a basic or composite battery of a nationally-normed achievement test, or</p> <p>(3) Attain an approved composite score on an above-grade level standardized, nationally- normed test.</p>	<p>Perform at or above the 95th percentile at the national level on a standardized achievement test of specific academic ability in that field. <i>A child may be identified as gifted in more than one specific academic ability field.</i></p>	<p>Score one standard deviation above the mean minus the standard error of measurement on an intelligence test and attain a sufficient score, as established by the Department, on a test of creative ability or a checklist of creative behavior</p>	<p>Demonstrate 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 attain a sufficient score, as established by the Department, on a checklist of behaviors related to a specific arts area.</p>

Lakota Local Schools only selects instruments approved by the Ohio Department of Education (ODE) for the screening, assessment and identification of children who are gifted. The district ensures selection of instruments that will allow for the appropriate identification of minority and disadvantaged students, students with disabilities, and students for whom English is a second language. Additionally, Lakota Local Schools assures that the district administers, scores, and reports testing for gifted identification in accordance with the test publisher's instructions and the Ohio Department of Education guidelines.

DIFFERENCES BETWEEN HIGH ACHIEVING STUDENTS, GIFTED STUDENTS, AND CREATIVE STUDENTS

Bertie Kingore created the following comparison between bright learners, gifted learners, and creative learners. (Copyright: Kingore, B. (Spring 2003). High Achiever, Gifted Learner, Creative Learner. Understanding Our Gifted. –In Press. Used with permission.)

These comparisons may be helpful in answering some tough questions about why a student who achieves all A's in his or her schoolwork may not be considered gifted.

A High Achiever...	A Gifted Learner...	A Creative Learner...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is Interested.	Is curious.	Wonders
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answers the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Comprehends in-depth, complex ideas.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers, but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

HOW IS A STUDENT IDENTIFIED GIFTED?

IDENTIFICATION

Ohio law mandates that school districts develop a plan to identify students who meet the state requirement for gifted identification in grades K through 12. Once identified as gifted, the student is included on a district report to the state of Ohio and the family is notified of the gifted identification.

DISTRICT IDENTIFICATION PLAN

The Lakota Local School District provides all students an equal opportunity to be screened for potential giftedness. The district employs the following procedures:

- Whole grade assessments for cognitive ability and creative thinking ability are administered during second grade and during fifth grade.
- Whole grade assessments for specific academic ability in the areas of reading and math are administered two times per year in grades K-9.
- Whole grade assessments for specific academic ability in the areas of science and social studies are administered during second grade and during fifth grade.
- The district provides small group screening opportunities two times a year upon request.
- A student may be referred for gifted identification assessment by a parent/guardian, sibling, teacher, counselor, psychologist, administrator, peer, or self. A student's initial assessment shall be completed within 90 days of referral.
- The district only selects instruments approved by the Ohio Department of Education (ODE) for the screening, assessment and identification of children who are gifted.
- The district ensures selection of instruments that will allow for the appropriate identification of minority and disadvantaged students, students with disabilities, and students for whom English is a second language.
- The district adheres to accommodations identified in a student Individualized Education Plan, 504 Plan or Language Development Plan.
- Upon request, the district reviews the cumulative records of all newly enrolled students transferring into the district. Those students meeting the criteria for gifted identification and/or service are notified. Additionally, a parent/guardian of a transfer student may request screening and the student will be assessed within 90 days of referral.
- The district accepts scores on assessment instruments approved by ODE from other school districts and trained personnel outside the school district.
- The district provides parent/guardian with written notification of any assessment results within 30 days of receiving results. Additionally, district personnel providing regular classroom instruction and/or service to identified students are notified of the students' area(s) of giftedness.
- The district provides an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment, the placement of a student in any program, or the receipt of services.

TESTING

Whole grade assessments are administered to all students during second grade and during 5th grade. Small group screening opportunities (called Second Opportunity Testing) are offered two times a year by request typically in January and May. These opportunities are for students who already have a non-qualifying score on file in a given area. The Second Opportunity Testing Request Form can be found on the district website www.lakotaonline.com/gifted.

Lakota Local School District will accept outside testing scores if administered by an appropriately licensed professional and the assessment tool is on the state of Ohio Chart of Approved Gifted Identification/Screening Instruments.

If a child does not qualify for gifted identification or service after two attempts, and parents would like a third opportunity, they may do so by scheduling a test with a licensed private psychologist at their own expense and have the results sent to the Department of Gifted Services for review.

- ★ A change of placement will not occur as a result of second opportunity testing administered during the current academic year.
- ★ All testing completed during the academic year is for service the following year
- ★ Students new to Lakota should contact the building principal regarding testing.

WHOLE GRADE AND SECOND OPPORTUNITY TESTING CHART

K-1	CogAT 7	Cognitive Ability	127	Parent request
K-1	OLSAT	Cognitive Ability	128	Parent request
2	InView GATES 2	Cognitive Ability & Creative Thinking	128 112* + Rubric score	Whole grade
2	CogAT 7 OLSAT GATES 2	Cognitive Ability & Creative Thinking	128 126 112* + Rubric score	Parent request
3 rd , 4 th 6 th - 12 th	CogAT 7 OLSAT GATES 2	Cognitive Ability Cognitive Ability Creative Thinking	128 126 112* + Rubric score	Parent request
5	InView GATES 2	Cognitive Ability & Creative Thinking	128 112* + Rubric score	Whole grade
5	CogAT 7 OLSAT GATES 2	Cognitive Ability Cognitive Ability Creative Thinking	128 126 112* + Rubric score	Parent request
K-9	MAP	Specific Academic math/reading	95 th national percentile	Whole grade
2	Terra Nova	Specific Academic math, reading, science, & social studies	95 th national percentile	Whole grade
5	Terra Nova	Specific Academic science & social studies	95 th national percentile	Whole grade

3 rd , 4 th 6 th – 12 th	ITBS & Stanford	Specific Academic science & social studies	95 th national percentile	Parent request
K-12	Ohio Dept. of Ed. Rubric GATES 2	Visual and Performing Arts: Dance, Drama, Music, and Visual Arts	Varies per area	Parent request

*Score requirement varies based on the type of cognitive score utilized.

REFERRING YOUR CHILD FOR GIFTED SCREENING & ASSESSMENT

A Parent/Guardian has the right to request that their child be screened for possible gifted identification.

This request is a referral. A child may be referred for gifted identification assessment by a parent/guardian, sibling, teacher, counselor/psychologist, administrator, peer, or self.

The district ensures there are ample and appropriate scheduling procedures for assessment and reassessment using:

- Group tests
- Individually administered tests
- Audition or performance
- Display of work
- Exhibition
- Checklists

To request an assessment please fill out the Request for Initial Assessment form found on the district website: <http://www.lakotaonline.com/gifted>.

STUDENTS NEW TO THE DISTRICT

Upon request, the district reviews the cumulative records of all newly enrolled students. Those students meeting the criteria for gifted identification and/or service are notified. Additionally, a parent/guardian of a transfer student may request screening. The student will be assessed within 90 days of the referral.

The department's first step is to contact the previous school to obtain test records so that we may determine if qualifying scores already exist. Unfortunately, there is no consistent pattern as to how long this takes; and, in some cases, it can take two months. Parents/Guardians can help speed up the process by either providing copies of test records or having test records sent directly to the Department Gifted Services.

Upon receipt and review of the records, parents will be informed if a child qualifies or if testing is necessary.

If testing is necessary, the district offers a summer testing session. A new student can be tested once for service in the upcoming school year.

Students who enter the district during the school year are also eligible for testing for possible gifted identification. If students enter the district with current, qualifying scores on any state-approved test, the student will be provided gifted services for that grade level at the earliest possible time.

If the student arrives in the district without qualifying scores, a parent/guardian may request that tests be administered to the student, and the district will schedule testing at the earliest possible time.

WHAT SERVICES ARE AVAILABLE?

GIFTED SERVICE

In accordance with state law, the criteria for participation in Lakota's Gifted Services are established by the district. Some gifted students' needs are addressed in the regular classroom, and some gifted students may qualify for participation in additional programs.

Class options vary from year to year and are dependent upon the number of students identified, the areas of identification, and staffing. Service offerings will be consistent within the district, and students who meet the service criteria will have equal access to services.

WRITTEN EDUCATION PLANS

In order to report a student as served to the department of education, a student must have a Written Education Plan in place. Written Education Plans (WEPs) are documents outlining services for identified students. A copy of the student's WEP is accessible through Home Access Center (HAC). The WEP describes the service(s) that a child receives, the staff member responsible for the service(s) and the goals to be met. Evaluation of the student's progress is an on-going process, and a variety of tools will be used to document the student's performance.

A GUIDE TO LAKOTA'S GIFTED PROGRAMS

Gifted Criteria and Class Placement with Gifted Intervention Specialist (GIS)

Kindergarten: Teachers at the early childhood buildings rely on a variety of print and electronic resources to enrich and challenge students that are beginning to show signs of advancement. Teachers communicate regularly with parents about the various enrichment opportunities occurring in the classroom. Teachers also utilize a classroom structure called "Workshop" to allow students to work at different levels within the same classroom.

First and Second Grade: First and second grade students who are identified as gifted in either reading or math will be placed in a cluster group within a classroom. That means that groups of 5-10 identified students are placed in the same classroom to promote several benefits including students are able to work with peers of the similar ability level and teachers are able to differentiate for this group within the regular classroom setting.

Third Grade: Math Plus is a 90-minute math block that includes 60 minutes of math instruction and 30 minutes of tutorial and enrichment (T&E) taught by a Gifted Intervention Specialist (GIS). This course provides students exposure to the 3rd grade math curriculum and focuses on extending the breadth and depth of the standards. Students will apply mathematical concepts to authentic situations and enhance critical and creative thinking through project-based learning. Students may also receive on-going enrichment in the standards for gifted students outlined by the National Association for Gifted Children (NAGC) in the areas of critical thinking, creative thinking, communication and research. Third grade students are placed in Math Plus if they have a minimum cognitive score of 115 and have scored in the 95th percentile on 2 of the last 3 math MAP sessions through **May** or have an identification in superior cognitive ability. Students will not be moved into the course after the start of the school year.

Third grade students are also cluster grouped in English Language Arts. Cluster groups are groups of 5-10 high achieving students placed in a classroom together. Placement is based on multiple student data points that seek out students who are high achievers in reading over time. Placement in this group can change from year to year based on the latest data points and is not necessarily related to gifted identification in the area of reading.

Fourth Grade: Math Plus is a 90-minute math block that includes 60 minutes of math instruction and 30 minutes of tutorial and enrichment (T&E) taught by a Gifted Intervention Specialist (GIS). This course provides students exposure to the 4th grade math curriculum and focuses on extending the breadth and depth of the standards. Students will apply mathematical concepts to authentic situations and enhance critical and creative thinking through project-based learning. Students may also receive on-going enrichment in the standards for gifted students outlined by the National Association for Gifted Children (NAGC) in the areas of critical thinking, creative thinking, communication and research. Fourth grade students are placed in Math Plus if they have a minimum cognitive score of 115 and have scored in the 95th percentile on 2 of the last 3 math MAP sessions through **May** or have an identification in superior cognitive ability. Students will not be moved into the course after the start of the school year.

Fourth grade students are also cluster grouped in English Language Arts. Cluster groups are groups of 5-10 high achieving students placed in a classroom together. Placement is based on multiple student data points that seek out students who are high achievers in reading over time. Placement in this group can change from year to year based on the latest data points and is not necessarily related to gifted identification in the area of reading.

Fifth Grade: Math Plus is a 90-minute math block that includes 60 minutes of math instruction and 30 minutes of tutorial and enrichment (T&E) taught by a Gifted Intervention Specialist (GIS). This course provides students exposure to the 5th grade math curriculum and focuses on extending the breadth and depth of the standards. Students will apply mathematical concepts to authentic situations and enhance critical and creative thinking through project-based learning. Students may also receive on-going enrichment in the standards for gifted students outlined by the National Association for Gifted Children (NAGC) in the areas of critical thinking, creative thinking, communication and research. Fifth grade students are placed in Math Plus if they were in Math Plus as a 4th grader, OR have a minimum cognitive score of 115 and have scored in the 95th percentile on 2 of the last three MAP sessions through **May** or have a superior cognitive identification. Students will not be moved into the course after the start of the school year.

Fifth grade students are also cluster grouped in English Language Arts. Cluster groups are groups of 5-10 high achieving students placed in a classroom together. Placement is based on multiple student data points that seek out students who are high achievers in reading over time. Placement in this group can change from year to year based on the latest data points and is not necessarily related to gifted identification in the area of reading.

Sixth Grade: Sixth graders who are identified as superior cognitive will meet with the Gifted Intervention Specialist for 40 minutes a day during T&E (Tutorial & Enrichment) time. In this group, students will receive enrichment and work on personalized goals.

Sixth grade has advanced class offerings in math, language arts, science, and social studies. Placement is not determined through the Gifted Department. Gifted identification does not guarantee placement in these classes. Sixth grade advanced classes are available to all students who have a history of strong achievement. Entrance into these classes is based on multiple data points including MAP, state testing, cognitive ability, and grades. The data points have weights, and there is a threshold established each year. Please seek information from the building principal about these classes. Since many recent data points go into the matrices, additional gifted testing is not available to use in the matrix data.

Seventh Grade and beyond: Over thirty advanced, honors, AP and CCP courses are a part of the Lakota course offerings for grades 9-12. Entry to these courses is not dependent upon a gifted identification. In

some instances, eighth grade students are eligible to take multiple courses for high school credit. Early graduation is also a form of secondary acceleration. Please contact the school guidance counselor to find out what programming is available to advanced learners.

WHAT IS ACCELERATION?

ACCELERATION

“Acceleration” is placement in an advanced level class or grade without taking all consecutive courses, or skipping a grade. Parents of gifted students may consider acceleration for a variety of reasons. The district accelerates students when appropriate after careful evaluation of the student’s level of performance and readiness.

There are four forms of acceleration: early entrance to kindergarten or first grade, whole-grade acceleration, acceleration in individual subject areas (referred to as a single-subject acceleration), and early high school graduation. Parents considering acceleration should contact the child’s principal for information about referring the child for evaluation.

EARLY ENTRANCE TO KINDERGARTEN OR FIRST GRADE

Parents who see evidence that their student is advanced in ability and achievement can consider Early Entrance to Kindergarten or First grade. Early Entrance considerations are made in June for the following year. The process involves ability and above-level testing and team consideration of social/emotional factors that will affect the child in the classroom. Please see the gifted webpage in order to obtain more information.

SUBJECT ACCELERATION

In some instances, a student’s ability in a particular subject area may be so advanced that their needs are best met by an above grade-level curriculum. Subject acceleration is considered by a whole team that includes the parent, building staff, administrators, and a representative from the Gifted Department. Multiple data points are considered when determining subject-acceleration for a child. This process begins through a discussion with the classroom /subject area teacher and the building principal.

WHOLE GRADE ACCELERATION

In even fewer instances, a student’s ability and achievement across the entire curriculum may be so advanced that their educational needs may be best met at a higher-grade level. The decision to meet a student’s needs through whole grade acceleration is made very carefully and takes into account both academics and the social and emotional needs of the student. Whole grade acceleration is considered by a team that includes the parent, building staff, administrators, and a representative from the Gifted Department. Multiple data points are considered and, as required by the Ohio Department of Education, are processed through the Iowa Acceleration Scale. This process begins through a discussion with classroom/subject area teacher and the building principal.

EARLY GRADUATION

Some students take advantage of the option to graduate in less than four years. This is processed through the counseling department at the high school and requires the student to meet the credit requirements of graduation as determined by Ohio Department of Education guidelines and Lakota Local School District guidelines.

LAKOTA APPEAL PROCESS

A parent/guardian may request further consideration of a student based on the bullet points below by submitting an Appeal Form. The form can be found on the Gifted Services webpage (<http://lakotaonline.com/gifted>) and needs to be submitted to the Assistant Principal.

An appeal requests the reconsideration of the results of any part of the identification process, including the following:

- Screening procedure or assessment instrument (which results in identification)
- The scheduling of children for assessment
- The placement of a student in a service, or
- Receipt of services

The Assistant Principal or designee will gather information related to the appeal and will attempt to resolve the situation.

Steps in the process:

- The Assistant Principal or designee will confer by phone or in person with the parent. If the dispute can be resolved at this level, the Assistant Principal or designee will give written notice of the decision within 30 days of the appeal.
- If an agreement is not reached, the Assistant Principal will convene a committee to discuss relevant information and make a decision regarding the appeal. The committee must include personnel from the Gifted Department and the building's Gifted Intervention Specialist. The parent may be invited to the meeting or may meet with a committee chair to discuss the recommendation of the committee.
- If the parent/guardian disagrees with the decision, he/she must send a letter to the Gifted Department. The Director will confer with the parent/guardian in person or by phone. Other school personnel may be requested to participate in the conference. Written documentation of the decision and the reasons must be sent within 30 days of the referral.
- If a resolution is not reached, 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 decisions.

WITHDRAWAL FROM GIFTED SERVICES

If, at any time, a parent or student wishes to withdraw from gifted programs or services, a Change of Service Options Form must be completed. The form can be found on the district website and should be submitted to the building administrator. Re-entry to the program may occur in the next school year upon written request (ORC-3234.03).

Prior to submission of a Change of Service Options form, a team meeting should be held at the building level and include, but is not limited to, the parent(s), a representative of the building staff and administration, the Gifted Department, and the student (as appropriate).