



Pymatuning Valley Local School District



Gifted Education

The Board of Education shall ensure that procedures are established to identify all gifted students. The District follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the *Operating Standards for Identifying and Serving Gifted Students* as specified in the District Plan.

Definition

"Gifted" means students 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.

A student shall be identified as exhibiting "**superior cognitive ability**" if the student did either of the

Following within the preceding twenty-four months:

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

A student shall be identified as exhibiting "**specific academic ability**" superior to that of children of similar age in a specific academic ability field if within the preceding twenty-four months the student:

- performs at or above the ninety-fifth 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.

A student shall be identified as exhibiting "**creative thinking ability**" superior to children 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:

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

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 sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.

After any initial gifted identification made in conformance with this rule, a student shall remain identified regardless of subsequent testing or classroom performance.

Pymatuning Valley Local School District
Gifted Identification and Service Plan

Part I: Identification

Superior Cognitive Ability

Naglieri Non-Verbal Ability Test (NNAT-3) -3rd Edition

Naglieri Nonverbal Ability Test, Third Edition (NNAT3)

Gr. 1, 5 See publishers' instructions

Grades K-4: ID Score 126; Creative Thinking Qualifying Score 110

Grade 5; ID Score 125; Creative Thinking Qualifying Score 109

Grades 6-8 and 10 ID Score 126; Creative Thinking Qualifying Score 110

Grade 9 ID Score 127; Creative Thinking Qualifying 111

Grade 11-12 ID Score 127, Creative Thinking Qualifying Score 11

Wechsler Intelligence Scale for Children-5th Edition (WISC-V) : per School Psychologist

(Referral); ID Score (FSIQ or GAI) of 127; screen score of 126

Woodcock-Johnson-Fourth Edition

(Referral); Ages 2-90; ID Score 127; screen score 126

Stanford Binet Intelligence Scales- 5th

(Referral); Ages 2-85; ID Score 127; screen score 126

Specific Academic Ability

Terra Nova-Third Edition

Whole Grade administration: Grade(s) 2 and 5 Reading/Math/Science/Social Studies; Identified with score of 95th % or above; Screen score 94th.

Woodcock Johnson IV Tests of Achievement: per School Psychologist

(Referral) Grades K-12; Id score of 95th % Screen of 94th %

(Referral) Ages: 4-85; ID Score 95th percentile

Creative Thinking Ability

A specific score is required on the NNAT 3 before administering the Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)

Nagleri 3: Group Administered must first meet qualifying score per manual

Grades K-4: Creative Thinking Qualifying Score 110

Grade 5: Creative Thinking Qualifying Score 109

Grades 6-8 and 10: Creative Thinking Qualifying Score 110

Grade 9: Creative Thinking Qualifying 111

Grade 11-12 ID Score 127, Creative Thinking Qualifying Score 111

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) ; Checklist of Creative Behavior Component, Grades 1 and 4: Identified with score of 51 or higher. Reassessment 41-50.

Visual and Performing Arts: Drama, Music, Visual Art

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) , Checklist of characteristics using the Component of Artistic Behavior, Musical Characteristics, or Dramatics , Grades K -12; Identified Visual Arts with a score of 61 or higher with reassess at 59-60; Identification for Musical with a score of 39 or higher with reassessment at 37-38; Identified in Dramatics with a score of 57 or higher with a reassessment at 54-56.

Ohio Department of Education Rubric

Grades K-12

Dance: ID Score = 26-30; Reassess = 20-25

Drama: ID Score of 20-24 Reassess = 19-19

Music: ID Score of 18-21 Reassess= 14-17

Visual Arts: ID Score of 21-24 Reassess = 16-20

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 reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
<ul style="list-style-type: none"> Whole-grade tests 	Sup. Cog, Reading/Writing, Math	Grades 1 and 5 (Nagleri) Grades 2.5 Terra Nova
<ul style="list-style-type: none"> Individually-administered tests 	Superior Cognitive, Specific Acad. referrals including Social Studies, Science	K-12, WJ IV WISC-V, WJ-IV, S.B.-V, DAS
<ul style="list-style-type: none"> Audition, performance 	Performing Arts: Dance Drama/Theater Music	K-12 ODE Rubric for Drama, Music, and Dance Performance
<ul style="list-style-type: none"> Display of work 	Visual Arts: Drawing Painting Sculpting	K-12 ODE Rubric for Visual Arts
<ul style="list-style-type: none"> Exhibition 	Visual Arts: Drawing Painting Sculpting	K-12 ODE Rubric for Visual Arts
<ul style="list-style-type: none"> Checklists 	Creative Thinking Ability	SRBCSS with qualifying NNAT3 Score

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:

- Follow the process as outlined here; and
- Notify parents of results of screening or assessment and identification **within 30 days.**

Screening

The 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.

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 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 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).

Part II: Gifted Continuum of Service:

The Pymatuning Valley Local School District delivers all gifted services in accordance with the Ohio Revised Code and the Ohio Administrative Code. These codes require public school districts to identify students who are gifted; however are not required to provide gifted education service. The district does ensure that equal opportunity for all district students identified as gifted to receive any services offered and available by the district. Grand Valley acknowledges that gifted students have unique needs and strive to offer a continuum of options as appropriate for students.

Program Type	District Name for Service	Service Provider	Formal Plan
Service	Early Entrance to Kindergarten or Grade 1 within Reg. Classroom	General Education Teacher	Written Acceleration Plan (WAP)
Service	Cluster Group Classroom	Reg. Classroom Teacher With support of GIS	Written Education Plan (WEP)
Service	Resource Room/Pull Out	Gifted Intervention Specialist	Written Education Plan (WEP)
Service	Subject Acceleration (ie. Alg. 1)	Reg. Classroom Teacher with support from GIS	Written Education Plan (WEP), WAP Year one.

Service	CCP	Reg. Education Teacher	Written Education Plan (WEP)
Service	Art	Trained Arts Instructor	Written Education Plan (WEP)
Service	Educational Option	Reg. Ed. Teacher	Written Education Plan (WEP)
Service	Post-Secondary Option Courses	Reg. Ed. Teacher	Written Education Plan (WEP)

***Service providers shall receive specialized training in gifted education in accordance with the Ohio Standards for Identifying and Serving Students Who are Gifted.**

Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services the request should be written by the parent or child to the building administrator. If children request 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.

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.

Contact Information:
If you have questions, please contact your building Principal or Coordinator of Gifted Services for Pymatuning Valley Local School District at 440-576-9023.



Pymatuning Valley Local School District Acceleration Policy

Early Entrance to Kindergarten

State law establishes minimum age requirements for admission to kindergarten. A child who does not meet the age requirements for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to August 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child or a pediatrician or psychologist who knows the child. Requests for early admission to kindergarten must be made in writing to the school prior to August 1 of the year for which the request is being made. Following an evaluation in accordance with such a referral, the Board decides whether to admit the child.

If a child, for whom admission to kindergarten or first grade is requested, will not be five or six years of age, respectively, prior to August 1 of the school year in which admission is requested, the child is admitted only in accordance with the District's acceleration policy adopted under State law.

Acceleration

Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments and instructional interventions more commonly provided to older peers.

This policy describes the process that is used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers and granted early graduation from high school.

Referrals and Evaluation

1. Any student residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist or a parent or legal guardian of the student to the principal of his/her school for evaluation for possible accelerated placement. A student may refer himself/herself or a peer through a District staff member who has knowledge of the referred child's

abilities.

2. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration and early high school graduation are made available to District staff and parents at each school building. The principal of each school building or his/her designee solicits referrals of students for evaluation for possible accelerated placement annually, and ensures that all staff he/she supervises are aware of procedures for referring students for evaluation for possible accelerated placement. All referrals will be submitted to the Gifted Coordinator within five school days
3. The Gifted Coordinator of the referred student's school obtains written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District evaluates all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
4. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year are 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 60 or more days prior to the start of the second semester are evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child are scheduled at the student's Gifted Coordinator'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. Pursuant to Ohio Administrative Code 3321.01, all children who will 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 are evaluated upon the request of the child's parent or legal guardian. 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 are 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. 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 may also be evaluated for possible early admittance at the discretion of the Gifted Coordinator of the school to which the student may be admitted.
5. A parent or legal guardian of the evaluated student is notified, in writing, of the outcome of the evaluation process within 45 days of the submission of the referral to the student's principal. This notification includes instructions for appealing the outcome of the evaluation process.
6. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within 30 days of being notified of the committee's decision. The Superintendent reviews the appeal and notifies the parent or legal guardian who filed the appeal of his/her final decision within thirty days of receiving the appeal. The Superintendent's decision is final. However, the student may be referred and evaluated again at the next available opportunity if he/she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

1. Composition

The referred student's principal or his/her designee convenes an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee is comprised of the following:

- A. a principal or assistant principal from the child's current school;
- B. current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
- C. a teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
- D. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student and
- E. a gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

2. The acceleration evaluation committee is charged with the following responsibilities:

- A. The acceleration evaluation committee conducts a fair and thorough evaluation of the student.
 - i. Students considered for whole-grade acceleration and early entrance to kindergarten are evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.
 - ii. Students considered for individual subject acceleration are 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. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.
 - iii. Students referred for possible early high school graduation are 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 considers the student's own thoughts on possible accelerated placement in its deliberations.
- B. The acceleration evaluation committee issues a written decision to the principal and the student's parent or legal guardian 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 is determined by a majority vote of the committee membership.
- C. The acceleration evaluation committee develops a written acceleration plan for students who are admitted early to kindergarten, whole-grade accelerated or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student are provided with a copy of the written acceleration plan. The written acceleration plan specifies:
 - i. placement of the student in an accelerated setting;
 - ii. strategies to support a successful transition to the accelerated setting;

- iii. requirements and procedures for earning high school credit prior to entering high school (if applicable) and
 - iv. an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual content areas.
- D. For students the acceleration evaluation committee recommends for early high school graduation, the committee develops 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.
- E. The acceleration evaluation committee designates a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the acceleration setting.

Accelerated Placement

1. The acceleration evaluation committee specifies an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual subject areas.
 - A. At any time during the transition period, a parent or legal guardian of the students may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal removes the student without repercussions from the accelerated placement.
 - B. At any time during the transition period, a parent or legal guardian of the student may request, in writing, an alternative accelerated placement. In such cases, the principal directs the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student is placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan is revised accordingly, and a new transition period is specified.
2. At the end of the transition period, the accelerated placement becomes permanent. The student's records are modified accordingly and the acceleration implementation plan becomes part of the student's permanent record to facilitate continuous progress through the curriculum.

Early Graduation

The Board strongly believes that twelve years of formal education provides the best foundation and preparation for the demands of adulthood. It further believes that every attempt should be made to encourage and make this possible. However, it also recognizes that in unusual and extenuating circumstances there exists a need for students to complete their schooling in three years at the secondary level. Reasons that may be considered are:

1. Early entrance to college, business school, trade or technical school only if the student has completed all courses in their chosen field.

2. Economic distress and/or family needs.
3. Chronological age of the student.

Students wishing to be considered for this must meet with the high school counselors and principal for their recommendation with final authority to grant this request resting with the Board. Such approval must be given by the May Board meeting of the sophomore year.