

**GAHANNA-JEFFERSON PUBLIC SCHOOLS POLICY AND PLAN
FOR THE IDENTIFICATION AND SERVICE
OF CHILDREN WHO ARE GIFTED**

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.

PHILOSOPHY

The Gahanna-Jefferson Public Schools are dedicated to the idea that every student has the right to an education that provides opportunities for the maximum development of his/her potential. We recognize that a number of students in our schools have capabilities that far exceed those of their peers’ age. The school district acknowledges that these students with outstanding abilities, talents, and potential for accomplishment require special programs to meet their educational needs. The district encourages, fosters, and supports educational efforts for its gifted and talented population. As students may exhibit many levels of ability in a classroom, so also are there many levels of ability among gifted students.

DISTRICT IDENTIFICATION PLAN

The district accepts referrals, screens and identifies, or screens and reassesses 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.

➤ **Superior Cognitive Ability – Assessments the district administers that provide for superior cognitive identification:**

Cognitive Abilities Test (CogAT), Form 7 VQN Composite

Screening criteria: 125

Identification criteria: 127 (K-1) 128 (2-12)

Cognitive Abilities Test (CogAT), Form 7 QN Composite (ELL and students with serious reading disabilities only, grades 3-12)

Screening criteria: 125

Identification criteria: 128 (3-12)

Cognitive Abilities Test (CogAT), Form 7 VN Composite (students with serious mathematical learning disabilities only)

Screening criteria: 125

Identification criteria: 126 (K) 127 (1,5,8-11) 128 (2-4,6-7, 12)

Kaufman Assessment Battery for Children, 2nd Edition, (KABC-II)

Screening criteria: 125

Identification criteria: MPI = 127 (K-2) MPI = 126 (3-12) FCI = 127 (K-12)

Naglieri Nonverbal Ability Test – 2nd Edition (NNAT 2) – Group Administration

Screening criteria: See Publisher's Instructions

Identification Criteria: See Publisher's Instructions

Naglieri Nonverbal Ability Test – Individual Administration

Screening criteria: 123

Identification Criteria: 125 (Age 5-11) 126 (Age 12-17)

Wechsler Intelligence Scale for Children, 5th Edition, (WISC-V)

Screening criteria: 125

Identification criteria: FSIQ = 127 (Age 6-16) GAI = 127 (Age 6-16)

Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities

Screening criteria: 125

Identification criteria: 127 (Age 2-90)

➤ **Specific Academic Ability – Assessments the district administers that provide for specific academic identification:**

Iowa Assessments, Form E, Complete Battery

Screening criteria: 93rd percentile

Identification criteria: 95th percentile (K-12)

Iowa Test of Basic Skills (ITBS), Form C, Complete Battery

Screening criteria: 93rd percentile

Identification criteria: 95th percentile (K-8)

Iowa Test of Basic Skills (ITBS), Form A, Complete Battery

Screening criteria: 93rd percentile

Identification criteria: 95th percentile (K-8)

Kaufman Tests of Educational Achievement, 3rd Edition, (KTEA-III)

Screening criteria: 93rd percentile

Identification criteria: 95th percentile (Age 4.5-Grade 12)

Wechsler Individual Achievement Test (WIAT), 3rd Edition

Screening criteria: 93rd percentile

Identification criteria: 95th percentile (Age 4-85)

Woodcock-Johnson, IV, Tests of Achievement

Screening criteria: 93rd percentile

Identification criteria: 95th percentile (Age 2-90)

➤ **Creative Thinking Ability – Assessments the district administers that provide for creative thinking identification:**

Cognitive Abilities Test (CogAT), Form 7 VQN Composite

Screening criteria: 110

Identification criteria: 111 (K-1) 112 (2-12)

Cognitive Abilities Test (CogAT), Form 7 QN Composite (ELL ELL and students with serious reading disabilities only, grades 3-12)

Screening criteria: 110

Identification criteria: 112 (3-12)

Cognitive Abilities Test (CogAT), Form 7 VN Composite (students with serious mathematical learning disabilities only)

Screening criteria: 109 (K) 110 (1-12)

Identification criteria: 110 (K) 111 (1,5,8-11) 112 (2-4,6-7, 12)

Kaufman Assessment Battery for Children, 2nd Edition, (KABC-II)

Screening criteria: 110

Identification criteria: MPI = 112 (K-2) MPI = 111 (3-12) FCI = 112 (K-12)

Naglieri Nonverbal Ability Test – 2nd Edition (NNAT 2) – Group Administration

Screening criteria: See Publisher’s Instructions

Identification Criteria: See Publisher’s Instructions

Naglieri Nonverbal Ability Test – Individual Administration

Screening criteria: 108

Identification Criteria: 110 (Age 5-11) 111 (Age 12-17)

Wechsler Intelligence Scale for Children, 5th Edition, (WISC-V)

Screening criteria: 110

Identification criteria: FSIQ = 112(Age 6-16) GAI = 112(Age 6-16)

Woodcock-Johnson III (WJ111), Test of Cognitive Abilities (including NU edition)

Screening criteria: 110

Identification criteria: 112(Age 2-90)

AND

Gifted and Talented Evaluation Scale (GATES) (Creative Thinking Section IV Items, 21-30)

Screening criteria: 65-82

Identification criteria: 83

Gifted Rating Scales (GRS) (Creativity Scale)

Screening criteria: 60-65

Identification criteria: 66

➤ **Visual and Performing Arts – Assessments the district administers that provide for visual and performing arts identification:**

VISUAL

Ohio Department of Education Rubric		Gifted and Talented Evaluation Scale
Screening criteria: <u>16-20</u>	<u>AND</u>	(GATES) (Section IV, Items 41-50)
Identification criteria: <u>21-24</u>		Screening criteria: <u>57-77</u>
		Identification criteria: <u>78</u>

Clark's Drawing Ability Test (Grades 3-12 only)		Gifted Rating Scales (GRS) (Creativity Scale)
Screening criteria: <u>6-8</u>		Screening criteria: <u>60-65</u>
Identification criteria: <u>9-10</u>		Identification criteria: <u>66</u>

DRAMA

Ohio Department of Education Rubric		Gifted and Talented Evaluation Scale
Screening criteria: <u>16-19</u>	<u>AND</u>	(GATES) (Section IV, Items 41-50)
Identification criteria: <u>20-24</u>		Screening criteria: <u>57-77</u>
		Identification criteria: <u>78</u>

Theatre Arts Talent Assessment Process (TTAP)		Gifted Rating Scales (GRS) (Creativity Scale)
Screening criteria: <u>See publisher's instructions</u>		Screening criteria: <u>60-65</u>
Identification criteria: <u>See publisher's instructions</u>		Identification criteria: <u>66</u>

MUSIC

Ohio Department of Education Rubric		Gifted and Talented Evaluation Scale
Screening criteria: <u>14-17</u>	<u>AND</u>	(GATES) (Section IV, Items 41-50)
Identification criteria: <u>18-21</u>		Screening criteria: <u>57-77</u>
		Identification criteria: <u>78</u>

Music Talent Assessment Process (MTAP)		Gifted Rating Scales (GRS) (Creativity Scale)
Screening criteria: <u>See publisher's instructions</u>		Screening criteria: <u>60-65</u>
Identification criteria: <u>See publisher's instructions</u>		Identification criteria: <u>66</u>

DANCE

Ohio Department of Education Rubric		Gifted and Talented Evaluation Scale
Screening criteria: <u>20-25</u>	<u>AND</u>	(GATES) (Section IV, Items 41-50)
Identification criteria: <u>26-30</u>		Screening criteria: <u>57-77</u>
		Identification criteria: <u>78</u>

Dance Talent Assessment Process (DTAP)		Gifted Rating Scales (GRS) (Creativity Scale)
Screening criteria: <u>See publisher's instructions</u>		Screening criteria: <u>60-65</u>
Identification criteria: <u>See publisher's instructions</u>		Identification criteria: <u>66</u>

IDENTIFICATION PROCESS

The district shall provide at least two opportunities (**Fall** – August 1-September 15 and **Spring** – May 1-June 15) 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)
• Whole-grade tests	Cog, M, R, SC, SS	3 (Cog, M, R, SC, SS) 5 (Cog, M, R)
• Individually-administered tests	M, R, SC, SS	K-12
• Audition, performance	Dance, Drama, Music	K-12
• Display of work	Art	K-12
• Checklists	Dance, Drama, Music, Art, Creativity	K-12

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, director of special programming, etc.)

Referral forms are available from:

- Teachers
- Gifted Intervention Specialists
- Principals
- Director of Special Programming
- Website

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure; and
- Notify parents/guardians 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 students, including culturally or linguistically diverse students, students from low socio-economic backgrounds, students with disabilities, and students 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 the 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, reassessment 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 of the school district.

Transfer

The district ensures that any student transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents/Guardians shall contact the building principal.

Appeal Procedure

An appeal by the parent/guardian 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 students for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents/Guardians should submit a letter to the Assistant Superintendent outlining the nature of the concern. The Assistant Superintendent will convene a meeting with the parent/guardian, which may include other school personnel. The Assistant Superintendent will issue a written final decision within 30 days of the appeal. This written notice should include the reason(s) for the decision.

DISTRICT SERVICE PLAN

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. With the purpose of meeting the needs of gifted students in the district, a number of gifted education service options for identified and qualifying students are available. In order to qualify for Tier 1 gifted services from the Gifted and Talented Education (GATE) program, a student must be identified gifted in both superior cognitive ability and specific academic ability in math and/or reading. A student can also qualify for Tier 2 gifted services from GATE when he/she is identified gifted in superior cognitive ability with a specific academic ability score in math total and/or reading total of 85 National Percentile Rank (NPR) or higher or identified gifted in a specific academic ability in math and/or reading with a superior cognitive ability composite score of 115 Standard Age Score (SAS) or higher. Students may also be subject accelerated or whole grade accelerated and/or take advantage of early entrance or early graduation depending on each student's area of need and giftedness.

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
GATE	Regular Classroom Cluster Group	4-8	Reading Tier 1 (4,6-8) – Must be identified by an assessment instrument approved by ODE in the areas of	Teacher and Gifted Specialist

			<p>both superior cognitive ability and specific academic ability in reading.</p> <p>Reading Tier 2 (4-6) – Must be identified by an assessment instrument approved by ODE in the area(s) of superior cognitive ability with a specific ability score in reading total of 85 NPR or higher <u>or</u> identified in a specific academic ability in reading with a cognitive ability of 115 SAS or higher.</p> <p>Math Tier 2 (4-5) – Must be identified by an assessment instrument approved by ODE in the area(s) of superior cognitive ability with a specific ability score in math total of 85 NPR or higher <u>or</u> identified in a specific academic ability in math with a cognitive ability of 115 SAS or higher.</p>	
GATE	Regular Classroom with Acceleration	K-12	<p>Math Tier 1 (6-8) – Must be identified by an assessment instrument approved by ODE in the area(s) of superior cognitive ability and specific academic ability in math.</p> <p>Reading – Must be identified by an assessment</p>	Teacher and/or Gifted Specialist

			<p>instrument approved by ODE in the areas of both superior cognitive ability and specific academic ability in reading. (Subject Acceleration)</p> <p>Math – Must be identified by an assessment instrument approved by ODE in the areas of both superior cognitive ability and specific academic ability in math. (Subject Acceleration)</p> <p>The IOWA Acceleration Scale, Third Addition (Whole Grade Acceleration K-8)</p>	
GATE	Self-Contained Classroom (Single Subject)	4-5	<p>Reading Tier 1 (5) – Must be identified by an assessment instrument approved by ODE in the areas of both superior cognitive ability and specific academic ability in reading.</p> <p>Math Tier 1 (4-5) – Must be identified by an assessment instrument approved by ODE in the areas of both superior cognitive ability and specific academic ability in math.</p>	Gifted Intervention Specialist
GATE	Honors Class(es)	6-7	Math Tier 1 (6-8) – Must be identified by an assessment	Teacher and Gifted Specialist

			<p>instrument approved by ODE in the area(s) of superior cognitive ability and specific academic ability in math.</p> <p>Math Tier 2 (6) – Must be identified by an assessment instrument approved by ODE in the area(s) of superior cognitive ability with a specific ability score in math total of 85 NPR percentile or higher <u>or</u> identified in a specific academic ability in math with a cognitive ability of 115 SAS or higher.</p>	
GATE	Advanced Placement Class(es)	9-12	Must be identified by an assessment instrument approved by ODE in the area(s) of superior cognitive ability or a specific academic ability in math, reading, science, and social studies.	Teacher

Elementary Service Options

Fourth and fifth grade students who qualify for Tier 1 gifted services in math and/or reading may attend the GATE program at Blacklick Elementary, Chapelfield Elementary, or High Point Elementary. At each school, a Gifted Intervention Specialist (GIS) teaches a compacted mathematics curriculum. Likewise, the GIS works with students who are identified in reading using challenging texts and a rigorous pace to enhance the English language arts grade level curriculum. The GIS is responsible for the student’s daily curriculum, progress, and grade in the academic area(s) of math and/or reading.

Fourth and fifth grade students who qualify for Tier 2 gifted services in math and/or reading may attend the elementary school located in their attendance zone. There is one Gifted Specialist/Coordinator for math and one for English language arts. They collaborate with the general education teachers as well as

the students to develop and deliver appropriately challenging math and English language arts curriculum.

Middle School Service Options

Gifted services for math and English language arts are available at Middle School East, Middle School South, and Middle School West. There is one Gifted Specialist/Coordinator for math and one for English language arts. They collaborate with the general education teachers as well as the students to develop and deliver appropriately challenging math and English language arts curriculum. Math students qualify for acceleration into advanced math classes based on district guidelines. English language arts students also qualify for placement based on district guidelines and are clustered into a rigorous English language arts class with teachers experienced in differentiated instruction.

High School Service Options

A wide range of options exist at the high school level for the gifted students such as College Credit Plus, acceleration, honors classes, advanced placement courses, independent study, and mentorships. A high school Gifted Specialist/Coordinator is available to assist students in scheduling, planning, college applications, various summer opportunities, and other matters.

Written Education Plans

When students identified as gifted are reported to parents/guardians and the Ohio Department of Education as served, they must have a Written Education Plan (WEP) in compliance with the *Operating Standards for Identifying and Serving Gifted Students*. Parents/Guardians and staff members responsible for the implementation of the plan will receive a copy of the WEP annually. The WEP includes the individualized goals, plan, evaluation tools, progress reporting, personnel responsible for the service, and the date for the next WEP review.

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services, the request must be written by the parent/guardian to the Director of Special Programming. If a student requests to withdraw, the parent/guardian 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.

If you have questions, please call or e-mail your building principal or Sherri Zynda, Director of Special Programming, at 614-478-5525 or zyndas@gjps.org.

Other Contacts:

Sandy Nicholson, Gifted Intervention Specialist
Blacklick Elementary
(Lincoln Elementary)
614-759-5100
nicholsons@gjps.org

Amy Gray, Gifted Intervention Specialist
Chapelfield Elementary
(Royal Manor Elementary and Goshen Lane Elementary)
614-478-5575
graya@gjps.org

Mary English, Gifted Intervention Specialist
High Point Elementary
(Jefferson Elementary)
614-478-5545
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Kim Frasher, Math Gifted Specialist/Coordinator
Middle School East, South, and West
614-478-5550
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Joan Miller, ELA Gifted Specialist/Coordinator
Middle School East, South, and West
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Becky Rice, Gifted Specialist/Coordinator
Lincoln High School
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