

Identification of Specific Academic-Reading Gifted

From: 3301-51-15 Operating Standards For Identifying And Serving Gifted Students

The board of education of each district shall identify gifted students enrolled in that district in grades kindergarten through twelve as follows:

- (a) A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months:
 - (i) Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist; or
 - (ii) Accomplished any one of the following:
 - (a) Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
 - (b) 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 or;
 - (c) Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

Eligibility for Service

1. To be eligible for services in the 6th Grade Gifted Program, students must be identified as Superior Cognitive Gifted under ***3301-51-15 Operating Standards For Identifying And Serving Gifted Students*** (above).
2. Only Grade 6 Students identified as Superior Cognitive Gifted will be eligible for services.
3. The school will utilize group/grade level testing scores from the previous year (grade 5).
4. Students, parents, or teachers may request that a student be assessed individually. Written requests should be made to the district gifted coordinator.

Criteria for Services

As per ***3301-51-15 Operating Standards For Identifying And Serving Gifted Students***:

- D2(b) Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, district educator, or the department of education upon request.
- D2(c) Subjective criteria such as teacher recommendations **shall not be used** to exclude a student from service in the superior cognitive and specific academic areas who would otherwise be eligible.
- D2(e) All district students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

Criteria For Placement In The Grade 6 Gifted Program

Students must achieve a standard score of 130 or its equivalent on a state approved instrument for the identification of students who are Superior Cognitively Gifted.

Services

As per *3301-51-15 Operating Standards For Identifying And Serving Gifted Students*:

(b) Instruction

The depth, breadth, and pace of instruction, based on the adopted course of study in appropriate content areas, shall be differentiated based on the student's area(s) of identification and individual needs.

Gifted services may include the following:

- (i) Differentiated instruction in general education settings in which accelerated (above grade-level) curriculum is provided or the teacher holds a license or endorsement in gifted education or receives professional development regarding teaching gifted students and ongoing assistance with curriculum development and instruction from an educator with a gifted intervention specialist license per paragraph (E)(2)(d). Curriculum is differentiated in one or more of the following ways:
 - (a) Providing access to appropriately advanced curriculum content, including replacement or extension of the regular curriculum;
 - (b) Modifying the learning process to provide an appropriate level of challenge, including the use of strategies for curriculum compacting; and,
 - (c) Modifying or replacing assignments and projects with alternatives based on the student's needs and abilities.
- (ii) Methods to stimulate high level thought, including critical thinking, divergent thinking, abstract thinking, logical reasoning, and problem solving;
- (iii) Oral, written, and artistic expression;
- (iv) Independent study and research methods;
- (v) In depth study of a topic through:
 - (a) Open-ended tasks, and
 - (b) Products that reflect complex abstract, and/or higher level thinking skills;

Program Elements

1. Eligible grades 6 students will be served in Geneva Middle School.
2. The program will be offered as a scheduled self contained course in design.
3. Services will be provided by a Gifted Intervention Specialist.
4. Services will be provided 1 period per day, 5 days per week for 4.5 hours per week.
5. Students will attend the Gifted Class during the scheduled grade 6 "Intervention Period".
6. Participating students will be required to attend the gifted class unless excused by the appropriate student supervisor.
7. No homework will be waved in accordance with the *Procedural Guidelines for the Waiver of Homework in the 4-6 Gifted Pull-Out Program* as this is not a pull-out course and no student will be excused from homework assigned in other scheduled courses.

8. Students will successfully complete Grade 6 Gifted Program course learning objectives as defined by the teacher and measured by classroom assessments/strategies.
9. Progress will be reported to parents via a *Portfolio Assessment* every nine weeks.
10. A *Written Education Plan* (WEP) will be developed for each student served.
11. Parents and all educators responsible for providing gifted education services to the student, including any teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.
12. The program will be coordinated by the District Gifted Coordinator and supervised by the building principal.

Goals of the Grade 6 Gifted Program

The primary goal of the Grade 6 Gifted Program is to afford all eligible participants opportunities to meet their intellectual potential. In that light, the general goals of the Geneva Gifted Program, in addition to those goals listed in each specific academic course of study, are as follows:

1. Develop skills in higher level thinking, including critical thinking, divergent thinking, reasoning, and problem solving.
2. Develop a positive self-concept and the ability to relate productively and socially to others.
3. Develop and enhance the student's creative potential.
4. Develop communication skills within the areas of group dynamics, participation in organizations, active listening and oral presentation.
5. Develop research skills.
6. Develop writing skills.
7. Gain knowledge about career options and academic planning, and develop personal career goals.
8. Develop the leadership skills abilities of students.
9. Develop a positive "sense of service" to community and school in students through active participation.

Appeals

Parents may appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a child in any program or for receipt of services.

Appeals should be made in writing to the Gifted Coordinator:

Brett Horvath
Gifted Coordinator
Geneva Area City Schools
135 South Eagle Street
Geneva, Ohio 44041

For appeals concerning the homework waiver policy, the student (or his/her parents) will have the right to appeal to the building principal any perceived violations to these procedures.