

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:

- (b) A child 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 child 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 child may be identified as gifted in more than one specific academic ability field.

Eligibility for Service

1. To be eligible for services in the Gifted reading 4 and 5 class, students must score at or above the Ninety-Fifth percentile (95NPR) on a nationally normed standardized assessment for determining reading which has been approved by the Ohio Department of Education.
2. Only Grade 4 and Grade 5 Students identified as Specific Academic Gifted in the area of Reading will be eligible for services district wide.
3. The district will utilize the ITBS-reading in a group test district wide for grade 3 and 4.
4. Students, parents, or teachers may request that a student be assessed individually. Written requests should be made to the district gifted coordinator.

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.

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 4 and 5 students will be served in Geneva Platt R. Spencer, Austinburg, and Cork Schools.
2. The program will be pull-out in design.
3. Services will be provided by a Gifted Intervention Specialist.
4. Services will be a minimum of 1 day per week for 4 hours.
5. Students will attend the Gifted Reading Class from 9:30am to 3:00pm.
6. Participating students will be required to attend math class (main lesson) in the regular classroom the day the GR4/5 meets. Students will be responsible for all math assignments while in math class.
7. GR4/5 Students will not be required to attend the regular reading class, social studies, or science class during the day the GR4/5 class meets.
8. Homework will be waved in accordance with the *Procedural Guidelines for the Waiver of Homework in the 4-6 Gifted Pull-Out Program*. (adopted November 18, 2009)
9. GR4/5 Students will participate in the enhanced supplemental curricular program for students identified as specific academic-reading gifted.
10. GR4/5 Students will successfully complete Gifted 4/5 Reading course learning objectives as defined by the teacher and measured by classroom assessments/strategies.
11. Progress will be reported to parents via a *Portfolio Assessment* every six weeks.
12. A *Written Education Plan* (WEP) will be developed for each student served.
13. Parents and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.
14. The program will be coordinated by the District Gifted Coordinator.

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. (as per # 7 *Procedural Guidelines for the Waiver of Homework in the 4-5 Gifted Reading Pull-Out Program*)