

# Tri- County North Local School District Gifted Education Policy and Plan

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This document includes the current identification and service plan for Tri-County North Local Schools.

# Tri- County North Local Schools Commitment to Education

Our mission statement is our district philosophy that guides our leadership, faculty, staff, and students.

***“Preparing for Tomorrow by Expecting  
Excellence Today”***

In accordance with the belief that all students are entitled to education commensurate with their particular needs, students in the district who are gifted are provided opportunities to progress as their abilities permit. The district believes that these students require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society. The Board encourages efforts to provide services for students who are gifted as an integral part of the total kindergarten through grade 12 program.

“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.

## Identification Plan:

The district uses the following assessment instruments for screening and identification pursuant to state law, ORC 3324.01-07. At least two must be provided for assessment and reassessment purposes.

### **Superior Cognitive Ability**

- Naglieri Nonverbal Abilities Test 3rd Edition (NNAT3)
  - Screening Score: 94 NPR
  - Identification: 95-99 NPR
- Cognitive Abilities Test form 8 (CogAT)
  - Screening Score: 126
  - Identification: 127 or higher
- Wechsler Intelligence Scale for Children 5th Edition (WISC-V)
  - Screening Score: 126
  - Identification: 127 or higher

### **Specific Academic Ability**

- NWEA MAP Growth (Measures of Academic Progress) grades 2-10
  - Screening Score: 94 PR
  - Identification: 95-99 PR
- ACT 11th grade
  - Identification: 95-99 PR
- Iowa Assessments K-12
  - Identification: 95-99 PR

### **Creative Thinking Ability**

- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)
  - Identification: Raw score-51
- Torrance Tests of Creativity
  - Screening Score: 94 PR
  - Identification: 95-99 PR

## Visual and Performing Arts

### ➤ Gifted and Talented Evaluation Scale (GATES) Artistic Behaviors component

- Screening Score: 90
- Identification: 111

### ➤ ODE Rubrics for Scoring Visual Art/Drama/Dance

- Music- Screen:14-17 ID:18-21
- Art-Screen:16-20 ID:21-24
- Drama- Screen:16-19 ID: 20-14
- Dance-Screen:20-25 ID: 26-30

## Identification Process:

The district shall provide at least two opportunities each year for assessment in the case of referrals. The district ensures that there are ample and appropriate scheduling procedures for assessment and reassessment using:

Type of Test	Area	Grade Level(s)
Whole grade	Reading, Math, Superior Cognitive, Creative Thinking	Academic: 2-8 SC/CT: 1st and 4th
Individually administered	Reading, Math, Science, Social Studies, Superior Cognitive, Creative Thinking	K-12 per referral
Audition, Exhibition, or Checklist	Creative Thinking, Visual Art, Music, Drama, Dance	K-12 per referral

The district ensures equal access to screening and further assessment of all 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.

**Referrals:**

Children may be referred in writing on an ongoing basis by child request (self referral), Teacher recommendation, Parent/guardian request, Child referral of peer, or Other (i.e. principal, psychologist, gifted coordinator, etc.).

**Out of District Scores/ Transfers:**

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education.

**Appeal Procedure/Decline Services:**

An appeal is the reconsideration of the result of any part of the identification process which would include:

- Screening procedure or testing instrument
- Scheduling of assessment
- Placement in any program
- Receipt of Services.

For an appeal parents/guardians should submit a letter outlining the nature of the concern. A meeting will be convened with the parent/guardian and school personnel. The school will issue a written final decision within 30 days of the appeal. To decline services parents must also submit a letter stating the decline of services. This must be done on an annual basis and filed with the appropriate school personnel.

District Service Plan:

<b>Service Name</b>	<b>Service Setting</b>	<b>Grade Levels</b>	<b>Criteria for Service</b>	<b>Service Provider</b>
Cluster Grouping	Regular classroom with cluster group	2-12	Superior Cognitive or Specific Academic reading and/or math	Regular Classroom Teacher
Subject or Grade Acceleration	Regular classroom with acceleration	K-12	Qualifying score on IAS(including gifted ID) and successful transition	Regular Classroom Teacher
MECA	Resource room/Pull Out	2-8	Superior Cognitive, Creative Thinking or Specific Academic reading and math	GIS
Advanced Placement or College Credit Plus	Regular classroom AP/CCP	7-12 (offerings vary by year)	Superior Cognitive or Specific Academic science, social studies, reading and/or math	AP/CCP teacher

Service Documentation:

Any student who is identified as gifted and reported to the state as being served will have records annually provided by a qualified service provider. The document will outline their services and set specific goals to be achieved over the course of the year to ensure growth and enrichment.

Written Education Plan Timeline:

- Initial WEPs will be completed and sent home annually in the Fall.
- Mid-Year Progress Reports of WEPs will be sent out annually in winter.

- End-of Year Evaluations of WEPs will be sent home annually with final grade cards.

### Reporting and Accountability:

District identification and service plans are sent to the Ohio Department of Education as a part of the annual self-report.

Gifted education instruction is provided by teachers by grade level in accordance with the Ohio Administrative Code. Gifted education instruction is offered during the regular school day. Where differentiated instruction is provided in a regular classroom, the teacher is either licensed in gifted education or has received professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

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If you have questions please contact the building principal or gifted coordinator  
at 937-962-2673