

Lebanon City Schools
Gifted Education Handbook

Board Approved: August 2022

Guiding Statements

Lebanon City School District supports gifted students by providing challenging educational programs for identified students that vary in pace, complexity and/or content from that of the typical classroom.

Gifted students are capable of high performance by virtue of their outstanding ability and/or achievement.

We believe gifted students benefit from:

- instructional environments that challenge students of similar abilities to learn from each other;
- diversity in their educational experiences regarding instructional strategies, materials, and types of activities;
- exposure to activities which are complex and can stretch and expand their abilities;
- and a support system of district administration, teachers, and parents who will guide and counsel in self-development, decision-making and future planning.

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.

District Identification Plan

Lebanon City Schools 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:

- The Cognitive Abilities Test (CogAT) (Screening 127; Identification 128)
- Woodcock Johnson IV (WJIV), Tests of Cognitive Development (Screening 126; Identification 127)
- Wechsler Intelligence Scale for Children (WISC), 5th Ed. (Screening 126; Identification 127)

Specific Academic Ability

Assessments the district administers that provide for specific academic identification:

- ACT (Screening 94; Identification 95th percentile)
- Woodcock-Johnson IV, Tests of Achievement (Screening 94; Identification 95th percentile)
- Measures of Academic Progress (MAP) (Screening 94; Identification 95th percentile)

Creative Thinking Ability

Assessments the district administers that provide for creative thinking identification:

- The Cognitive Abilities Test (CogAT) (Screening 110; Identification 112)
- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), 3rd Ed. (Screening 94; Identification 95th percentile)

Visual and Performing Arts

Assessments the district administers that provide for visual and performing arts identification:

- Ohio Department of Education Rubric for Visual Art
- Ohio Department of Education Rubric for Performing Art
- Ohio Department of Education Rubric for Drama/Theater
- Ohio Department of Education Rubric for Dance

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) |
|---------------------------------|---|--|
| Whole-grade tests | Superior Cognitive Reading Reading Mathematics Mathematics Creative Thinking | 2 and 5 (one time per year) 2 (two times per year) 3-8 (three times per year) 2 (two times per year) 3-8 (three times per year) 2 and 5 (one time per year) |
| Individually-administered tests | Available upon request | |
| Audition, performance | | |
| Display of work | | |
| Exhibition | | |
| Checklists | | |

Referral

We accept referrals for potential gifted students twice a year—in the fall and in the spring. Referrals for assessment are processed for fall if received no later than October 15 and for spring if received no later than March 15.

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 in this brochure; 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 who are learning English. Our district completes whole grade screenings in math and reading for students in grades 2-8 and in superior cognitive and creative thinking ability in grades 2 and 5.

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 the Ohio Department of Education guidance, the identification decision is made and the student's educational needs are determined. Identification remains 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 may occur for possible identification.

Out of District Scores

The district shall accept assessment results approved by the Ohio Department of Education from other districts or from a trained individual outside the 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). The superintendent's designee is Mark Graler, Director of Curriculum and Instruction.

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.

| District Name for Service | Service Setting | Grade Level | Criteria for Service | Service Provider |
|---|------------------------------------|--------------------|--|-------------------------------|
| Cluster Grouping | Regular Classroom Cluster Group | 3-6 | Superior Cognitive Specific Academic | General Education Teachers |
| Accelerated Math | Regular Classroom Honors | 5-6 | Student data *More details are available upon request through the Curriculum department | General Education Teachers |
| Accelerated Pre-Algebra 7 & Hybrid Math 7 | Regular Classroom Honors | 7 | Super Cognitive Specific Academic | General Education Teachers |
| Algebra I | Regular Classroom Honors | 8 | Super Cognitive Specific Academic | General Education Teachers |
| Accelerated Geometry | Regular Classroom Honors | 9 | Super Cognitive Specific Academic | General Education Teachers |
| Honors Course | Regular Classroom Honors | 9-12 | Superior Cognitive Specific Academic | Honors Teachers |
| AP Course | Regular Classroom AP | 10-12 | Superior Cognitive Specific Academic | AP Teachers |

Note: Gifted enrichment is provided in grades K-2 through differentiation of instruction by the classroom teacher.

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*. Written Education Plans will be e-mailed to parents via the district's secure email delivery system.

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services the parent/guardian should notify the building administrator. If children request to withdraw, parents will be notified.

Suggested Resources

National Association for Gifted Children (NAGC)

<http://www.nagc.org>

Ohio Association of Gifted Children (OAGC)

<http://www.oagc.com>

Ohio Department of Education (ODE)

<http://www.ode.state.oh.us> (Search: Gifted)

Supporting Emotional Needs of the Gifted

<http://sengifted.org>

Hoagies Gifted Education

<http://www.hoagiesgifted.org>