

*District Policy for the  
Identification of and Services for  
Students who are Gifted*

*Information for Parents & Students*



Teays Valley Local Schools  
385 Viking Way  
Ashville, Ohio 43103

**Teays Valley Local Schools uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, visual and/or performing arts.**

**Stage I:  
PREASSESSMENT**

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent and peer nominations, grades, portfolios, observations, review of student records and outstanding products or performances, etc. All students are involved in the pre-assessment pool. By using the pre-assessment process, the district ensures access to screening and further assessment by all district students, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities and children for whom English is a second language.

**Stage II:  
ASSESSMENT FOR SCREENING**

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if evidence of possible giftedness exists for that student and conduct necessary additional assessment.

**WHOLE GRADE SCREENING**

Currently Teays Valley Local School District uses MAP testing for students in grades 1-8 to screen and identify in the academic areas of math and reading. Students take the MAP assessment three times per year in the fall, winter and spring. Beginning in the 2017-2018 school year, all second grade students and all fourth grade students will participate in cognitive ability screening and identification using the COGAT. If sufficient data exist, a child may be identified during these stages.

Parents will be notified within thirty (30) days after the testing window closes of the results of any testing. If further testing is required for possible identification, parents will be asked to give written permission to test their child.

### **Stage III:**

#### **ASSESSMENT FOR IDENTIFICATION**

Assessment provides additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment includes individual and group testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code; and as described in the Gifted Identification pamphlet that can be found on the district website.

Once additional assessment has been completed, the data obtained throughout the three stages of identification are evaluated, the identification decision is made, the student's educational needs are determined and parents are notified.

#### **TESTING SAFEGUARDS**

Evaluation instruments are administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; have been validated for the specific purpose and populations for which they are used; and are administered by qualified personnel in conformance with the instructions provided by their producer. Test selection for students with impaired sensory or manual speaking skills should reflect the students' aptitude/achievement level rather than the impairment. Accommodations will be made according to the students' IEP.

#### **REFERRALS**

Children may be referred for possible gifted identification through teacher or parent referral or by others with knowledge of the child's ability such as psychologist, principal, or counselor. Students may also refer him/herself for screening. Referral forms are available on the district website or by contacting the building principal. Completed forms need to be returned to the building principal. Upon receipt of a written referral, the district will follow the procedure as outlined in this handbook. Teays Valley Local School District provides two opportunities a year for assessment in the case of a referral or a request for retesting. The referral deadline for the first round of testing is the end of the first grading period. This group is typically assessed in December. Referrals made at the beginning of the second grading period through April 1 will be included in the second round of testing, with assessments typically completed in May.

Should your child be identified and meet criteria for gifted services in the year he or she is referred, we cannot guarantee your child will receive supplemental services for that school year.

#### **TRANSFER STUDENTS**

The district accepts scores on assessment instruments approved for the use by the Ohio Department of Education provided by other school districts and/or other trained personnel outside the school district.

Students transferring into the district will be reviewed for possible gifted identification within ninety (90) days of the transfer at the request of the parent. Parents shall contact the building principal with the request & provide testing identification / documentation.

## **SERVICES**

Teays Valley Local School District ensures equal opportunity for all district students identified as gifted to be considered for participation in district services. Each program service has qualifying criteria that must be met by identified students to participate.

**ELEMENTARY:** Ashville, Scioto, South Bloomfield & Walnut Elementary Schools:

### Cluster Grouping-Grades 2-5

Math Identified Students (95% or better in Math on a State approved achievement test)

Students identified in Math are deliberately placed in one or more classrooms (cluster grouping) with service provided by the classroom teacher through a differentiated curriculum. The district will provide teachers with opportunities for high quality gifted professional development annually. Beginning in the 15-16 school year, students will be required to meet qualifying scores on the MAP assessment within the last academic year to guarantee placement in the cluster group. Gifted identification alone will no longer be the sole factor in determining placement in the gifted cluster.

### Cluster Grouping- Grades 2-5

Reading Identified Students (95% or better in Reading on a State approved achievement test)

Students identified in Reading are deliberately placed in one or more classrooms (cluster grouping) with service provided by the classroom teacher through a differentiated curriculum. The district will provide teachers with opportunities for high quality gifted professional development annually. Beginning in the 15-16 school year, students will be required to meet qualifying scores on the MAP assessment within the last academic year to guarantee placement in the cluster group. Gifted identification alone will no longer be the sole factor in determining placement in the gifted cluster.

### V.I.K.E.S.—Voyages in Knowledge for Exceptional Students—Grades 3-5

The V.I.K.E.S program is a once a week pull out program that serves the students that meet the following criteria:

1. Identified as Superior Cognitive on a nationally normed test. (Please see last page for qualifying scores on the various tests)

#### **AND**

2. 95% or higher in Math and 85% or higher in Reading or 95% in Reading and 85% in Math on the MAP assessment in the academic year they qualify for the VIKES program.

Beginning in the 2017-2018 school year, these students are bused to South Bloomfield Elementary where they work with a Gifted Intervention Specialist on advanced curriculum, creative thinking, divergent thinking, and other activities that broaden the scope and the depth of the classroom curriculum.

**Teays Valley East & West Middle Schools:**

For 6th, 7th and 8th grade students who are identified in math and/or reading or students who have been identified as superior cognitive (95th percentile on a state approved achievement or cognitive test)

⇒ Honors Math and Honors Reading/Language Arts

**Teays Valley High School:**

The options below are for high school students who are identified in science, social studies, math and/or reading or students who have been identified as superior cognitive (95th percentile on a State approved achievement or cognitive test) and have documented superior performance in applied academic settings, which would include, but not be limited to, teacher-rating scale, grades, products.

⇒ Honors Classes: Honors Chemistry, Advanced Physics, Honors Biology, Honors Algebra 2/Trig., Honors Geometry, Honors English 9, 10, 11, 12

⇒ AP Classes: AP Calculus, AP English

⇒ College Credit Plus

**WRITTEN EDUCATIONAL PLAN (WEP)**

Teays Valley Local Schools provides an annual Written Educational Plan (WEP) for any student who receives gifted services. The WEP is a tool that is generated by the classroom teacher in partnership with the Gifted Intervention Specialist. It sets goal(s), establishes a plan to reach the goal(s) and a means to measure progress toward the goal(s).

At the elementary level, a policy for a waiver of assignments and scheduling of tests is also in place and appears with every WEP. The waiver states:

1. Students participating in a gifted setting shall not be responsible to make up work completed while absent from the general education classroom. (This excludes daily homework, assigned to all students, where no student had class time to complete any portion of the work).
2. Any tests missed by the student, while in the gifted setting, shall be rescheduled by the general education teacher at a time during the regular school day. Regular school day excludes before/after school, specials, lunch and recess.

\*Attempts will be made to avoid conflicts with Special Area Programs (ie: gym, music, library and art), however, if a conflict does occur, the final decision to participate in gifted services and programs must be made by the parent, since special classes may not be made up.

Students in grades 6 through 12 receive a WEP for each Honors or AP class that they attend if the teacher holds a Gifted Teacher Certificate. A different WEP is generated from each instructor.

The WEP also includes an annual review date, the service setting, the content area, the schedule for reporting progress and the staff responsible for delivery of each prescribed service.

Parents will receive a copy of the WEP. It is requested that a parent or guardian signs and returns the WEP to the GIS.

### **WITHDRAWAL PROCESS**

1. Students are placed in gifted service settings on a trial basis.
2. Gifted services are recommended to remain if there are consistently high marks on student products and in classroom performance in both the gifted and regular education classroom (as regular education applies). If there is a lack of the aforementioned student qualities, the teacher or administrator may recommend withdrawal.
3. If the recommendation is withdrawal from the program, a placement meeting with parents will be scheduled. A parent withdrawal form will be signed by the parent, administrator and the teacher.
4. A parent may appeal a placement decision by following the due process procedure established by the Teays Valley Local Schools.
5. A parent may withdraw a student from gifted services by submitting a written statement requesting withdrawal to the building principal.

### **APPEAL PROCEDURE**

If there is a disagreement about student identification or placement it can usually be resolved through communication with the educators that have been involved in the identification and/or placement process. The following procedures may be used to appeal a decision about the results of screening, assessment, identification or placement of a student.

1. Parents should write and submit a letter to the building principal outlining the nature of the concern.
2. The building principal or designee will convene a meeting with the parent/ guardian, which may include other school personnel.
3. The building principal or designee will issue a written final decision within thirty (30) days of the appeal. This written notice will include the reason(s) for the decision.

## **THE DISTRICT USES THE FOLLOWING ASSESSMENT INSTRUMENTS FOR SCREENING AND IDENTIFICATION PURSUANT TO ORC 3324.0101-07**

### **Superior Cognitive Ability**

- ⇒ Cognitive Ability Test, (CogAT) Form 7, grades K-12, (K-1 Screen=124, ID=127 & Gr. 2-12 Screen=126, ID=128)
- ⇒ Otis Lennon School Ability Test, (OLSAT) 8th Edition, grades 2-5, (Screen 123, ID=126)
- ⇒ Wechsler Intelligence Test for Children, 4th Edition (WISC-IV), grades K-5, (Screen=124, ID=127)
- ⇒ Woodcock-Johnson III NU, (WJ-III NU) Test of Cognitive Abilities, grades K-12, (Screen=124, ID=127)

### **Specific Academic Ability**

- ⇒ Iowa Test of Basic Skills (ITBS) Form A, grades 1-6, (Screen=92nd percentile, ID=95th percentile)
- ⇒ Wechsler Individual Achievement Test (WIAT), grades K-5, (Screen=92th percentile, ID=95th percentile)
- ⇒ Woodcock-Johnson III NU, (WJ-III NU) Tests of Achievement, grades K-12, (Screen=92nd percentile, ID=95th percentile) Math and Reading
- ⇒ MAP—Measures of Academic Progress (grades 1-8). (Screen=92nd percentile, ID=95th percentile). Math and Reading

### **Creative Thinking Ability**

- ⇒ Cognitive Ability Test, (CogAT) Form 7, gr. K-12, (K-1 Screen =108, ID= 111& Gr. 2-12 Screen=110, ID= 112)
- ⇒ Otis Lennon School Ability Test, (OLSAT) 8th Edition, grades 2-5, (Screen=107, ID=110)
- ⇒ Wechsler Intelligence Test for Children, 4th Edition, (WISC-IV), grades K-5, (Screen=109, ID=112)
- ⇒ Woodcock-Johnson III NU, (WJ-III NU) Test of Cognitive Abilities, grades K-6, (Screen=109, ID=112)
- AND** Gifted and Talented Evaluation Scale (GATES 2), Items 21-30, grades K-12 (Screen=65-82, ID=83 and above)

### **Visual & Performing Arts**

- a. Performance Component
  - ⇒ Visual  
Ohio Department of Education Rubric (Screen=16-20, ID=21-24)
  - ⇒ Drama  
Ohio Department of Education Rubric (Screen=16-19, ID=20-24)
  - ⇒ Music  
Ohio Department of Education Rubric (Screen=14-17, ID=18-21)
  - ⇒ Dance  
Ohio Department of Education Rubric (Screen=20-25, ID=26-30)
- b. Checklist Component

⇒ Visual

Gifted and Talented Evaluation Scales (GATES 2) (Artistic Talent Section, Questions 41-50) (Screen=57-77, ID=78 and above)

⇒ Drama

Gifted and Talented Evaluation Scales (GATES 2) (Artistic Talent Section, Questions 41-50) (Screen=57-77, ID=78 and above)

⇒ Music

Gifted and Talented Evaluation Scales (GATES 2) (Artistic Talent Section, Questions 41-50) (Screen=57-77, ID=78 and above)

⇒ Dance

Gifted and Talented Evaluation Scales (GATES 2) (Artistic Talent Section, Questions 41-50) (Screen=57-77, ID=78 and above)

### **Gifted Program Contact Information**

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