



**New Richmond Exempted Village School
District
Handbook for Gifted and Talented
Education**

revised March 2023

MISSION STATEMENT

The New Richmond Exempted Village School District, in partnership with families and community, provides all students with a comprehensive educational experience in a safe and nurturing environment, preparing them for the highest levels of personal achievement with the ability to demonstrate confidence, leadership and responsibility.

As a result of this belief, programs and service settings for the gifted and talented are an important part of the curriculum at New Richmond Schools. Gifted students are provided with opportunities dependent upon the grade level of the student and his or her identifications.

Currently, the services provided to students in the New Richmond Schools include, but are not limited to the following:

- Formal gifted services in all content areas in grades 2-5 are provided by general education teachers who have received specialized training in gifted education competencies. Gifted students' learning needs are met through differentiation and enrichment/extension activities.
- Formal gifted services in all content areas in grades 6-8 are provided by general education teachers who have received specialized training in gifted education competences. Advanced classes and acceleration opportunities are available.
- Honors and advanced courses, College Credit Plus courses, and Advanced Placement courses, provided under the authorization of the College Board, offer students at the 9-12 grade levels the opportunity to take advanced coursework.

Written Education Plans and, if applicable, Written Acceleration Plans are developed for gifted students in their area(s) of gifted identification and/or acceleration area(s) and monitored by teachers and other personnel.

NEW RICHMOND EXEMPTED VILLAGE SCHOOL DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION AND SERVICE OF CHILDREN WHO ARE GIFTED

Gifted students are those who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment. These students possess superior intellectual abilities, superior academic abilities, superior creative thinking, and/or superior ability in the visual and performing arts.

DISTRICT IDENTIFICATION PLAN

The New Richmond Exempted Village School District 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.

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 background, children with disabilities and children for whom English is a second language. New Richmond Schools completes whole grade screenings for students in grades 2 and 4 for superior cognitive and creative thinking ability and grades 2-9 in math and reading. In addition, students in the 11th grade are screened for giftedness in reading, math, and science through the ACT.

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's guidance, the identification decision is made, parents/guardians are notified, and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

The MAP Growth assessment is given to all NREVSD students in grades 2-9. Students are tested in the areas of reading, math, and science, but only reading and math in grades 2 and above are approved by the Ohio Department of Education for gifted identification. Students who score at or above the 95th percentile are identified as gifted in that specific area. In addition, students in grades 2 and 4 are screened for superior cognitive ability and creative thinking ability through the Cognitive Abilities Assessment (CogAT). If a student earns a qualifying score on the CogAT, a Scales for Rating Behavioral Characteristics of Superior Students (Renzulli Scales) checklist is completed by classroom teachers to determine giftedness in creative thinking ability.

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, re-assessment for possible identification occurs.

Out of District Scores

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools and/or trained personnel outside the school 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 his 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).

Specific Academic Ability

According to the Ohio Revised Code 3324 and the “Operating Standards for Identifying and Serving Students Who are Gifted” (Ohio Administrative Code 3301-51-15), the following defines the requirements to identify students as gifted in the area of Specific Academic Ability:

A student shall be identified as exhibiting “specific academic ability” superior to that of students of similar age in a specific academic ability field, if, within the preceding twenty-four month the student 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 student may be identified as gifted in more than one specific academic ability field.

Superior Cognitive Ability

According to the Ohio Revised Code 3324 and the “Operating Standards for Identifying and Serving Students Who are Gifted” (Ohio Administrative Code 3301-51-15), the following defines the requirements to identify students as gifted in the area of Superior Cognitive Ability:

A student shall be identified as exhibiting “superior cognitive ability” if the student did either of the following within the preceding twenty-four months:

- 1. 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*
- 2. 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 test.*

In November each year, 2nd and 4th grade students are administered the CogAT for superior cognitive identification. The score needed for students in 2nd and 4th grades to be identified as gifted in the area of superior cognitive ability is 128.

Creative Thinking Ability

According to the Ohio Revised Code 3324 and the “Operating Standards for Identifying and Serving Students Who are Gifted” (Ohio Administrative Code 3301-51-15), the following defines the requirements to identify students as gifted in the area of Creative Thinking Ability:

A student shall be identified as exhibiting “creative thinking ability” superior to students of a similar age, if within the previous twenty-four months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- 1. Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or*
- 2. Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.*

Identification for Creative Thinking Ability involves a two-pronged process because districts evaluate students for cognitive abilities and for creative behavioral characteristics. Evaluations of this kind can occur in conjunction with the referral/screening process for Superior Cognitive Abilities.

Students who score above the Creative Thinking Ability cut-off of one standard deviation above the mean minus the standard error measurement on an intelligence test should be further evaluated using a creativity checklist or assessment.

Students in this area are identified by scoring one standard deviation above the mean on the CogAT. The score needed for students in 2nd and 4th grades to be considered for gifted identification in the area of creative thinking ability is a score of 112. In addition to the required cognitive score, a sufficient score must be attained on the Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales) to be identified as gifted in the area of creative thinking ability.

Visual and Performing Arts Ability

According to the Ohio Revised Code 3324 and the “Operating Standards for Identifying and Serving Students Who are Gifted” (Ohio Administrative Code 3301-51-15), the following defines the requirements to identify students as gifted in the area of Visual and Performing Arts:

A student shall be identified as exhibiting “visual and performing arts ability” superior to that of students of similar age if the student has done both of the following:

- 1. Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and*
- 2. Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.*

Students in this area must demonstrate superior ability through a display of work, audition, or other performance and must attain a sufficient score;

Art	Evaluation of student portfolio by a trained professional using the Ohio Department of Education Rubric and the Scales for Rating the Behavioral Characteristics of Superior Students, Artistic Characteristics Section
Music	Evaluation of a student performance by a trained observer using the Ohio Department of Education Rubric and Scales for Rating the Behavioral Characteristics of Superior Students, Musical Characteristics

	Section
Drama	Evaluation of a dramatic performance by a trained observer using the Ohio Department of Education Rubric and Scales for Rating the Behavioral Characteristics of Superior Students, Dramatics Characteristics Section
Dance	Evaluation of a dance performance by a trained observer using the Ohio Department of Education Rubric and the GATES 2 Artistic Talent Section

Testing Referrals: Referrals for gifted identification can be made by a parent, teacher, other school personnel, community member, or peer of a student who may be gifted, as well as the student themselves. However, all forms must be signed by the parent/guardian of the student in order for testing to occur.

The district provides opportunities for assessment during the months of November and March for students in grades K-12. All referrals must be received by the gifted coordinator no later than the last day of the month prior. The testing schedule will be made and email notifications will be sent home within the first week of November and March. Notices will contain testing information, dates, and times. Results will be communicated with a letter to parents within 30 days of the last testing date for their child.

The district uses these assessment instruments for screening and identification based on Ohio Administrative Code 3301-51-15.

Superior Cognitive Ability Assessment Instruments

Cognitive Abilities Test (CogAT), Form 7 or 8

Specific Academic Ability Assessment Instruments

Measures of Academic Progress (MAP)

Stanford Achievement Tests (10th Edition)

Creative Thinking Ability (Part One: Intellectual Ability) Assessment Instruments

Cognitive Abilities Test (CogAT), Form 7 or 8

Creative Thinking Ability (Part Two: Creative Behaviors)

Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales),
Creativity Characteristics

Visual and Performing Arts (Part One: Performance)

Performance Scale: Dance, Drama, Music, and Visual Arts - Ohio Department of Education Rubrics

Visual and Performing Arts (Part Two: Checklist)

Drama, Dance, Music, Visual Arts - Gifted and Talented Evaluation Scales 2 (GATES2)
Artistic Talent Section, Questions 41-50 for Dance Only; Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales) in the appropriate category

GIFTED SERVICES

The State of Ohio requires public schools to identify students as gifted, and New Richmond Schools complies with this requirement. Although the State of Ohio does not require services for students who are gifted, New Richmond Schools strive to provide challenging and differentiated instruction for these students. Gifted services and enrichment opportunities (enrichment opportunities are not considered formal gifted services) offered:

Enrichment opportunities

- Students identified as gifted in grades K-1 are enriched by their classroom teachers through differentiated instruction.

Gifted Services

- Students identified as gifted in grades 2-5 in reading, math, science, social studies, creative thinking, and/or superior cognitive are formally served in the regular classroom by general education teachers who have received specialized training in gifted education or by a Gifted Intervention Specialist.
- Students identified as gifted in grades 6-8 in math, reading, science, social studies, creative thinking, and/or superior cognitive are formally served through honors and advanced classes by general education teachers who have received specialized training in gifted education or by a Gifted Intervention Specialist.
- Students identified as gifted in grades 9-12 in math, reading, science, social studies, creative thinking and/or superior cognitive are formally served through College Career Plus, Advanced Placement, and Honors Classes by general education, Advanced Placement, or College Career Plus teachers who have received specialized training in gifted education or by a Gifted Intervention Specialist.
- Services by trained arts instructors offer students identified as gifted in the visual and/or performing arts specialized instruction.
- Subject and whole grade acceleration and Early Entrance to Kindergarten are options.

WRITTEN EDUCATION PLAN (WEP)

A Written Education Plan (WEP) is written for each identified gifted student who is served by a highly qualified classroom teacher or a gifted intervention specialist. The WEP

establishes learning goals and evaluation methods for each student, a policy for waiver of assignments and scheduling of tests, the services to be provided to the student, identifies who will provide these services, and sets a date by which the WEP will be reviewed for possible revision. The plan is reviewed annually and distributed to parents as well as teachers who are responsible for providing gifted services.

Withdrawal

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

GIFTED WEB RESOURCES

National Association for Gifted Children (NCAG)

<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 Gifted

<http://sengifted.org>

Hoagies Gifted Education

<http://www.hoagiesgifted.org>

The Association for the Gifted (TAG)

<http://cetag.com>