

**DISTRICT PROCESS & PLAN
FOR THE
IDENTIFICATION & SERVICES
FOR CHILDREN
WHO ARE GIFTED**



SPRINGBORO COMMUNITY CITY SCHOOLS

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DISTRICT PROCESS AND PLAN FOR THE IDENTIFICATION 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.

PROCESS FOR GIFTED IDENTIFICATION

Springboro Community City 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, and visual and/or performing arts.

REFERRALS

Springboro Community City Schools ensures there are ample and appropriate scheduling procedures for assessment and reassessment using:

- Group or individually administered tests
- Audition or performance
- Display of work or exhibition
- Checklists

Children may be referred on an ongoing basis, through any of the following:

- Child request (self-referral) or child referral of peer
- Teacher recommendation or parent/guardian request
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Springboro Community City Schools shall provide two opportunities a year for testing of referrals. Referrals will be accepted throughout the year for these twice yearly (fall and spring) assessment windows. See the gifted calendar on the district website for dates. Referral forms are available on www.springboro.org and in each school office.

Upon receipt of a referral, Springboro Community City Schools will follow the process as outlined in this information about gifted identification. Parents will be notified of the screening or assessment and identification results within ninety (90) days.

Stage 1: SCREENING (First Testing)

Whole grade level testing is administered in the screening stage, in grades 2, 3, 4, 5, 6, and 7.

If a student meets Ohio’s criteria for gifted identification in the screening stage, no further testing is required. Parents must be notified within thirty (30) days of the school’s receipt of screening results.

Stage 2: ASSESSMENT (Second Testing)

When the screening results are not conclusive or a student has been referred as potentially gifted, the student moves to stage 2 of the identification process, called assessment. During the assessment phase, the student is given an appropriate test (see Assessment Instruments Used for Gifted Identification below). All students who score at or above Springboro Community City Schools' cut-off score, but below the state identification score, will be re-tested for giftedness. Parents must be notified within thirty days of the testing results. Springboro Community City Schools uses the criteria established by the State of Ohio for identification in all areas.

ASSESSMENT INSTRUMENTS USED FOR GIFTED IDENTIFICATION

Springboro Community City Schools uses the following testing instruments for screening and identification. Springboro Community City Schools makes every effort to insure that tests reflect accurate aptitude/achievement in students with physical and sensory disabilities, that assessments used are valid for special populations, and that students are administered tests in their native language when possible. All tests are administered by qualified personnel. Criteria for gifted services may be higher than that for gifted identification.

SUPERIOR COGNITIVE ABILITY

Whole-Grade Screening:

Cognitive Abilities Test: Grades 2, 4 and 6 (Screen: 127, ID: 128);

Iowa Tests of Basic Skills (ITBS): Grades 3, 5, and 7 Complete Battery (Screen: 94%ile, ID: 95%ile)

Small Group/Individual Testing:

Cognitive Abilities Test (Screen: 127, ID: 128)

InView – A Measure of Cognitive Abilities: Grades K-12 (Screen: 127, ID: 128)

Iowa Tests of Basic Skills (ITBS) (Screen: 94%ile, ID: 95%ile)

Naglieri Nonverbal Ability Test Individual Administration

(Grade K-6 Screen: 124 , Grade K-6 ID: 125; Grade 7-12 Screen: 125, Grade 7-12 ID: 126)

Otis Lennon School ability Test (8): Grades K-12 (Screen: 125, ID: 126)

Stanford Achievement Test (10): Grades 5-9 (Screen: 94%tile, ID 95%tile)

Stanford-Binet Intelligence Scales (5): Grades K-12 (Screen: 126, ID: 127)

Wechsler Intelligence Scale for Children: Ages 6-16 (Screen: 125, ID: 127);

Wechsler Preschool & Primary Scale of Intelligence- 3rd Edition: Ages Pre-K-7
(Screen: 125, ID: 127)

CREATIVE THINKING ABILITY

Whole-Grade Screening:

Cognitive Abilities Test: Grades 2 and 4 (Screen: 111, ID: 112)

Small Group/Individual Testing:

Cognitive Abilities Test: Grades K-1 (Screen: 110, ID: 111)
Cognitive Abilities Test: Grades 2-12 (Screen: 111, ID: 112)
Gifted and Talented Evaluation Scale (GATES): Grades K-12 (Screen: 65, ID: 83);
Naglieri Nonverbal Ability Test Individual Administration
(Grade K-6 Screen: 109, Grade K-6 ID: 110; Grade 7-12 Screen: 110, Grade 7-12 ID: 111)
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS),
Grades K-12 (Screen: 48, ID: 51);
Stanford-Binet Intelligence Scales (5): Grades K-12 (Screen: 111, ID: 112)
Wechsler Intelligence Scale for Children: Grades K-12 (Screen: 111, ID: 112);
Wechsler Intelligence Scale for Children: Ages 6-16 (Screen: 110, ID: 112);
Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities (including NU edition)
(Screen: 110, ID: 112)

SPECIFIC ACADEMIC ABILITY

Whole-Grade Screening:

Iowa Tests of Basic Skills: Grades 2, 3, 5, and 7 (Screen: 94%tile, ID: 95%tile)
ACT: Grade 11 (Screen: 94%ile, ID: 95%ile)

Small Group/Individual Testing:

Iowa Tests of Basic Skills (ITBS) (Screen: 94%ile, ID: 95%ile)
Stanford Achievement Test (10): Grades 5-9 (Screen: 94%tile, ID 95%tile)
Wechsler Individual Achievement Test- 2nd Edition: Grades K-12 (Screen: 94%tile, ID: 95%tile);
Woodcock-Johnson III (WJIII), Tests of Achievement and NU edition: Grades K-12 (Screen: 94%tile, ID: 95%tile)
Woodcock-Johnson IV (WJIV), Tests of Achievement: Grades K-12 (Screen: 94%tile, ID: 95%tile)

VISUAL OR PERFORMING ARTS ABILITY

Gifted and Talented Evaluation Scale (GATES): Grades K-12, Visual Art, Music, Dance, and Drama
(Screen: 57, ID: 78 or above)

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), Grades K-12,
Visual Art (Screen: 59, ID: 61 or above);
Music (Screen: 37, ID 39 or above);

Drama (Screen: 54, ID: 57 or above)

Display of Work/Audition: Ohio Department of Education Rating Forms:

Visual Art (Screen: 16, ID: 21);

Music (Screen: 14, ID: 18)

Dance (Screen: 20, ID: 26);

Drama (Screen: 16, ID: 20)

TRANSFER STUDENTS

Springboro Community City Schools accepts identification scores from other Ohio public schools using assessment instruments approved for use by the Ohio Department of Education. Springboro Community City Schools accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other (private or out of state) school districts and/or trained personnel outside the school district when the test data is within twenty-four (24) months. Springboro Community City Schools also ensures that any child transferring into Springboro Community City Schools will be assessed within ninety (90) days of the transfer at the request of the parent. Parents shall submit the referral form to the elementary or secondary gifted liaison who will forward to the gifted coordinator.

APPEAL PROCEDURE

An appeal by the parent is the reconsideration of the results of any part of the identification or service process which would include:

- Testing/evaluation procedure or testing instrument (which results in identification)
- The scheduling of children for testing/evaluation
- The placement of a student in any program or service
- Services received

Parents should submit a letter to the gifted coordinator outlining the nature of the concern.

The gifted coordinator (as designee) will issue a written final decision within thirty (30) days of the appeal. This written notice should include the reason for the decision(s).

DISTRICT PROCESS AND PLAN FOR THE SERVICE OF CHILDREN WHO ARE GIFTED

According to Ohio law, all districts must identify students who are gifted. Once students are identified, however, districts are not required to offer specific services, but may choose services that best meet the needs of their district. Springboro's gifted program is guided by the Gifted Program Standards from the National Association for Gifted Children (NAGC) and is annually refined to fit our students' needs. The following are services offered by Springboro Community City Schools for 2018-19 which shall be provided with equal opportunity to all eligible identified gifted students.

SERVICE CONTINUUM

Grades 1-2

All students in Grade 1-2 who are identified as gifted in Superior Cognitive Ability, Reading or Math will be cluster grouped and receive differentiated instruction from their classroom teacher with the support of a gifted intervention specialist (GIS). There may also be students who are not identified as gifted in this classroom. Students tested individually are placed in a cluster group at a date decided upon by the child's parents, teacher, gifted intervention specialist, and principal usually at the beginning of the next marking period. All served gifted students in grades 1-2 will have a Written Education Plan. Any gifted students needing affective support (e.g., study skills, social skills, stress management) will be referred to the gifted coordinator and/or counselor who will arrange small group counseling or make a referral to outside resources.

Grades 3-5

All students in grades 3-5 who are identified as gifted in Superior Cognitive Ability, Reading or Math receive gifted services based on their needs. Students are cluster grouped for reading and math instruction in the following ways:

- All students in grades 3-5 who are identified as gifted in Superior Cognitive Ability (any score) and/or Reading (97%tile or higher) are automatically grouped in a reading classroom co-taught by a grade level teacher and a gifted intervention specialist.
- All students in grades 3-5 who are identified as gifted in Reading (95-96%tile) are automatically cluster grouped in a reading classroom taught by a grade level teacher with the support of a gifted intervention specialist. There may also be students who are not identified as gifted in this classroom, but the teacher provides differentiated instruction for the gifted students.
- All students in grades 3-5 who are identified as gifted in Superior Cognitive Ability (any score) and/or Math (97%tile or higher) are automatically grouped in a math classroom co-taught by a grade level teacher and a gifted intervention specialist. Please note: the compacted 4/5 math

acceleration (listed later in this document) is taught by a classroom teacher with the support of a gifted intervention specialist.

- All students in grades 3-5 who are identified as gifted in Math (95-96%tile) are automatically cluster grouped in a math classroom taught by a grade level teacher with the support of a gifted intervention specialist. There may also be students who are not identified as gifted in this classroom, but the teacher provides differentiated instruction for the gifted students.

Students tested individually are placed in a cluster group at a date decided upon by the child's parents, teacher, gifted intervention specialist, and principal usually at the beginning of the next marking period. All served gifted students in grades 3-5 will have a Written Education Plan. Any gifted students needing additional affective support (e.g., study skills, social skills, stress management) will be referred to the gifted coordinator and/or counselor who will arrange small group counseling or a referral to outside resources.

Grades 6-8

All students in grades 6-8 who are identified as gifted in Superior Cognitive Ability, Reading or Math receive gifted services based on their needs. Students are automatically cluster grouped for reading and math instruction in the following ways:

- All students in grades 6-8 who are identified as gifted in Superior Cognitive Ability (any score) and/or Reading (95%tile or higher) are automatically grouped in reading classroom taught by a grade level teacher with the support of a gifted intervention specialist. There may also be students who are not identified as gifted in this classroom, but the teacher provides differentiated instruction for the gifted students.
- All students in grade 6-8 who are identified as gifted in Superior Cognitive Ability (any score) and Math (95%tile or higher) are automatically cluster grouped in an enriched or honors math classroom taught by a grade level teacher with the support of a gifted intervention specialist. There may also be students who are not identified as gifted in this classroom, but the teacher provides differentiated instruction for the gifted students.

Students tested individually are placed in a cluster group at a date decided upon by the child's parents, teacher, gifted intervention specialist, and principal usually at the beginning of the next marking period. All served gifted students in grades 6-8 will have a Written Education Plan. Any gifted students needing additional affective support (e.g., study skills, social skills, stress management) will be referred to the gifted coordinator and/or counselor who will arrange small group counseling or a referral to outside resources.

Grades 9-12

All students in grades 9-12 who are identified as gifted in Superior Cognitive Ability, Reading, Math, Science, or Social Studies receive gifted services based on their needs. Students are automatically cluster grouped in an Honors or AP class for Reading, Math, Science and/or Social Studies taught by a grade level teacher with the support of a gifted intervention specialist. There may also be students who are not identified as gifted in this classroom, but the teacher provides differentiated instruction for the gifted students. All students in grades 9-12 who are identified as Superior Cognitive Ability are automatically cluster grouped in reading, math, science and social studies at the beginning of each school year. All students in grades 9-12 who are identified as gifted in Reading, Math, Science, and/or Social Studies are automatically cluster grouped in the appropriate subjects at the beginning of each school year.

In addition, all students in grades 9-12 who are identified as gifted in Superior Cognitive Ability, Reading, Math, Science, or Social Studies can be served in College Credit Plus classes which match their identification areas at Springboro High School or at area colleges and universities.

- Honors Classes – Springboro High School
Grade 9-12

Honors courses, which are more challenging than other high school college- preparatory classes, are offered in English, Mathematics, and Science.

- Advanced Placement Classes – Springboro High School

Advanced Placement (AP) courses are offered at Springboro High School in English, Math, Science, and Social Studies. These classes are college-level courses that may enable students to waive one or more college courses, depending on the student's score on the AP test and a college's policy in this area.

- College Credit Plus – Springboro High School or College/University

College Credit Plus (CCP) courses are offered at Springboro High School or available through area colleges and universities. These classes enable students to gain college credit that may transfer to other institutes of higher learning depending on their transfer policies. Contact high school counseling office for details.

Students tested individually are placed in a cluster group at a date decided upon by the child's parents and teacher, usually at the beginning of the next marking period. All served gifted students in grades 9-12 will have a Written Education Plan. Any gifted students needing additional affective support (e.g.,

study skills, social skills, stress management) will be referred to the gifted coordinator and/or counselor who will arrange small group counseling or a referral to outside resources.

Early Entrance to Kindergarten

All students, including those who have been identified as gifted, are eligible to be tested and considered for possible Early Entrance to Kindergarten. A student may be considered for admission to Kindergarten before s/he has reached the district's cut-off age and date for Kindergarten. Parents should contact the gifted coordinator or building administrator for a referral form or for more information on the early entrance process as defined in the Springboro Board Policy Manual (Section 5408). Any student who enters Kindergarten early will receive a Written Acceleration Plan (WAP) for that year.

Grade Acceleration

All students, including those who have been identified as gifted, are eligible to be tested and considered for grade acceleration. A student may be considered for moving to a higher grade level than would normally be expected for the current year, skipping a grade in school (e.g., moving from 3rd to 5th grade over the summer or starting the year in 2nd grade, moving to 3rd grade during the year, and moving on to 4th grade after the summer). Parents, teachers, students, etc. should contact the gifted coordinator or building administrator for a referral form or for more information on the grade acceleration policy as defined in the Springboro Board Policy Manual (Sections 5408). Any student who grade accelerates will receive a Written Acceleration Plan (WAP) for that year.

Subject Acceleration

All students, including those who have been identified as gifted, are eligible to be tested and considered for subject acceleration. A student may be considered for subject acceleration for placement in a classroom with other students who are at a higher grade level (e.g., a Kindergarten student going to a 1st grade room for math). Parents, teachers, students, etc. should contact the gifted coordinator or building administrator for a referral form or for more information on the grade acceleration policy as defined in the Springboro Board Policy Manual (Sections 5408). Any student who subject accelerates will receive a Written Acceleration Plan (WAP) for that year.

Springboro Community City Schools offers one group opportunity for math subject acceleration. The opportunity occurs in grade 4 when students who meet objective criteria are offered the option of compacting grade 4 and grade 5 math curriculum. Please note: the compacted 4/5 math acceleration is taught by a classroom teacher with the support of a gifted intervention specialist.

Early Graduation

All students, including those who have been identified as gifted, are eligible to be considered for early graduation. Parents, teachers, students, etc. should contact the gifted coordinator or building

administrator for a referral form or for more information on the early graduation policy as defined in the Springboro Board Policy Manual (Section 5408).

Credit Flex

All students, including those who have been identified as gifted, are eligible to be considered for credit flex. Parents and/or students should contact the high school guidance department for more information on credit flex as defined in the Springboro High School Program of Studies.

Educational Options

All gifted students are eligible to be considered for service using educational options. Parents and/or students should contact the gifted coordinator or building administrator for more information on educational options as defined in the Operating Standards for Ohio's Schools (OAC 3301-35-06G).

WITHDRAWAL FROM SERVICE

Springboro Community City Schools may recommend a student withdraw from gifted services based on objective criteria. If at any time, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or student to the building principal or gifted coordinator. If a student requests to withdraw, parents will be notified.

In the case of any proposed withdrawal from the gifted program, an exit conference could be held. Parents, current teacher, receiving teacher, an administrator or guidance counselor and gifted coordinator will be invited to this exit conference. If no conference is held, a waiver of service must be signed by the parent and placed in the student's gifted file.

WRITTEN EDUCATION PLAN (WEP)

All students receiving gifted services will have a WEP on file. Parents and appropriate teachers of the student will receive copies. The WEP shall describe services to be provided and specify staff responsible. Goals, homework waivers (when applicable), methods for evaluating progress and schedule for reporting progress will be included.

At the beginning of each school year, classroom teachers write Written Education Plans (WEPs) for students who receive Gifted Services. Each student's WEP contains:

- A description of services provided to the student
- Goals for the student in each gifted area
- Methods for evaluating the student's progress toward each goal
- Staff responsible for ensuring delivery of each service prescribed

- Policies regarding waiver of assignments and re-scheduling of tests, if the student misses an assignment or test because of a gifted class

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- The placement of a student in any program or service
- Services received

Parents should submit a letter to the gifted coordinator outlining the nature of the concern.

The gifted coordinator (as designee) will issue a written final decision within thirty (30) days of the appeal. This written notice should include the reason for the decision(s).

Gifted Staff Members

K-12 Gifted Services Coordinator

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Gifted Liaisons

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Tammy Zimmer (grades 9-12)
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Gifted Intervention Specialists

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For questions or more information,

Please contact:

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