

**LEXINGTON LOCAL SCHOOLS 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

The 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 follows policy and procedures established in Ohio Administrative Code 3301-51-15. We use assessment instruments that come from the list approved by the Ohio Department of Education.

➤ **Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive identification:

InView	ID 128 SCREEN 120
CogAT form 7 Composite	ID 127 (grs 3, & 7-12); 128 (grs K-2 & 4-6) SCREEN 120
WISC-V	ID 127 SCREEN 120
Woodcock-Johnson IV	ID 127 SCREEN 120

➤ **Specific Academic Ability**

Assessments the district administers that provide for specific academic identification:

i-Ready Diagnostic (grades 2-6)	ID 95 th -99 th SCREEN 93-94 th
Iowa Assessments, Form G	ID 95 th -99 th SCREEN 93-94 th
ACT/SAT (grades 11-12)	ID 95 th -99 th SCREEN 93-94 th
Terra Nova, 3 rd edition	ID 95 th -99 th SCREEN 93-94 th
Woodcock Johnson IV, Tests of Achievement)	ID 95 th -99 th SCREEN 93-94 th

➤ **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification:

InView	ID 112 SCREEN 111
CogAT form 7 Composite	ID 111 (grades K-1); 112 (grades 2-12) SCREEN 110/111
Woodcock-Johnson IV	ID 112 SCREEN 111
All plus the Gifted and Talented Evaluation Scales, 2 nd edition (GATES 2)	ID 111 SCREEN 90-110

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

Ohio Department of Education Rubric (Visual)	ID 21-24	SCREEN	16-20
Gifted and Talented Evaluation Scales, 2 nd edition	ID 111	SCREEN	90-110
Ohio Department of Education Rubric (Drama)	ID 20-24	SCREEN	16-19
Gifted and Talented Evaluation Scales, 2 nd edition	ID 111	SCREEN	90-110
Ohio Department of Education Rubric (Music)	ID 14-17	SCREEN	18-21
Gifted and Talented Evaluation Scales, 2 nd edition	ID 111	SCREEN	90-110
Ohio Department of Education Rubric (Dance)	ID 20-25	SCREEN	26-30
Gifted and Talented Evaluation Scales, 2 nd edition	ID 111	SCREEN	90-110

IDENTIFICATION PROCESS

The district provides whole grade screening opportunities for identification in Reading and Math in grades 2-6 (via i-Ready). We also provide whole grade screening opportunities for identification in Superior Cognition and Creativity in grades 2 and 6.

The district provides 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 Cognition & Creativity	2 nd & 6 th
• Whole-grade tests	Reading & Math	2 nd – 6 th
• Individually-administered tests	All areas	All grade levels based on referrals
• Audition, performance	Visual & Performing Arts	All grades based on referral
• Display of work	Visual & Performing Arts	All grades based on referral
• Exhibition	Visual & Performing Arts	All grades based on referral
• Checklists	Visual & Performing Arts; Creativity	All grades based on referral

Referral

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;
- Allow for equal access to service for eligible district students; and
- Notify parents of results of screening or assessment and identification within 30 days of receipt of the results.

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 for whom English is a second language.

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 department of education guidance, the identification decision is made and student's educational needs are determined. Identification scores remain 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, 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. Furthermore, any transferring student will be admitted into a gifted service setting to match an area of identification as shared by parents, previous district or found via a records review within 30 days of student enrollment.

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).

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.

Area of Identification	Service Setting	Grade Level	Additional Information
Reading/Writing	Regular Classroom cluster group (with ongoing gifted support and PD for regular ed teachers); AP; CCP; Honors	2 nd – 12 th & CCP	2 nd grade service starts with the second semester.
Math	Regular Classroom cluster group (with ongoing gifted support and PD for regular ed teachers); AP; CCP; Honors	2 nd – 12 th & CCP	2 nd grade service starts with the second semester.
Science	Regular Classroom cluster group (with ongoing gifted support and PD for regular ed teachers); AP; CCP; Honors	7 th - 12 th & CCP	
Social Studies	Regular Classroom cluster group (with ongoing gifted support and PD for regular ed teachers)	AP US History, AP US Gov & Pol, Adv Econ & CCP	
Superior Cognition	Regular Classroom cluster group (with ongoing gifted support and PD for regular ed teachers)	2 nd – 12 th grade (see specific grades & courses above)	Students are eligible for service in any course where academic service is being offered.
Specific Academic Area/Superior Cognition	Acceleration (whole grade & subject); Early Entrance to K	Any grade where students are identified and meet the requirements established.	We use the Iowa Acceleration Scale for all whole grade accelerations and for any student for Early Entrance to K who turns 5 after our Kindergarten entrance date.
Specific Academic Area/Superior Cognition	Educational Options	Any grade where an identified student meets established criteria for internships; credit flex; independent projects, etc.	Mostly used in 2 nd grade and at the HS.
Creative Thinking	Regular Classroom cluster group (with ongoing gifted support and PD for regular ed teachers)	3 rd – 12 th grade	Classroom teachers provide support in either ELA or art.
Dance, Drama	Not provided within the school day, however	Any grade where students are identified.	

	Educational Options may be used with credit flex.		
Music	Regular Classroom cluster group (with ongoing gifted support	3 rd -12 th where there are identified students.	Service is offered once we have students who have been identified.
Visual Art	Regular Classroom cluster group (with ongoing gifted support	3 rd - 12 th where there are identified students	Service is offered once we have students who have been identified.

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*.

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.

DISTRICT ENRICHMENT PLAN

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

IDENTIFICATION AND SERVICE PLAN APPROVAL

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

If you have questions, please call your building principal or
Leanna Ferreira, Gifted Educational Consultant
at 419-774-5520 ext 2481.