



2021-2022

**Northridge
Local
Schools**

**[PLAN FOR THE
EDUCATION OF THE GIFTED]**

This document includes the identification, service plan, and acceleration policies for Northridge Local School District during the 2021-2022 school year.

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Educating Today for Tomorrow's Success

"The Northridge Schools are the heart of the community. Northridge is a place where students want to be, learning is meaningful, teaching is purposeful, and all are treated with dignity and respect. Each student attends school, experiences success, graduates, continues to learn, and makes a positive contribution to society. These high expectations are accomplished through a partnership of parents, school, and community working together."

Every Child, Every Day, Whatever It Takes

Gifted students' intellectual capacity, rate of learning and potential for creative contributions demand experiences apart from, but connected to, the regular classroom. Northridge Local Schools is charged with the responsibility to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

Based on students' learning needs, appropriate types and levels of acceleration and enrichment will be offered in grades K-12. These opportunities will be evaluated each year and adjustments made based on students' learning needs.

Design, develop, and implement high quality curriculum that is supported by research –based models appropriate for gifted students. This curriculum is aligned with and extends the regular classroom curriculum.

Identification:

Northridge Local Schools uses the following assessment instruments for screening and identification pursuant to ORC 3324.01-07.

Superior Cognitive Ability—

Naglieri Nonverbal Abilities Test 3: Whole grade screening in grades 1st and 5th

Screening score: 92-94 NPR

Identification: 95 NPR and/or Naglieri Ability Index (NAI) 126 or higher (K-4th)

125 or higher-NAI (5th -7th)

126 or higher- NAI (8th – 10th)

127 or higher- NAI (11th – 12th)

Cognitive Abilities Test (Forms 7/8)

Screening score: above 126- Standard Age Score (SAS)

Identification: 127 or higher- SAS (K-2)

129 or higher- SAS (3-12)

WISC-V: K-12 by referral

Screening score: 126- Standard Age Score

Identification: 127 or higher- Standard Age Score

Specific Academic Ability ---

NWEA MAP– Common Core State Standards Alignment, complete Reading and Math only: 2-7 Whole Grade; Reading only in grades 8-10.

- **Note that MAP 2-5 should be given to the 2nd grade students.**
- Three administrations per year: fall, winter and spring
- Map data is also used to determine small group screening sessions using IOWA Assessments (ITBS)

Screening score: 92-94 NPR

Identification: 95-99 PR

Iowa Assessments (ITBS-Forms E, F, and G) Complete Battery: K-9th grades by referral and rescreen Reading, Math, Science, and Social Studies

Identification: 95-99 PR K-9th grades

- **Science and Social Studies whole grade screening in grade 4**
- **Social Studies and Science identification is recommended to be through referrals in grades 5 and 6. The ITBS should be used as the assessment instrument.**

Screening score: 92-94 NPR

Identification: 95-99 PR

Stanford Achievement Test Series, Complete Battery (10th Edition): K-12th grades by referral and rescreen in Reading, Math, Science, and Social Studies

Screening score: 92-94 NPR

Identification: 95-99 PR

TerraNova (3rd Edition): 3-8th grades by referral and rescreen Reading, Math, Science, and Social Studies with form 2; Reading and Math only with form 1

Screening score: 92-94 NPR

Identification: 95-99 PR

ACT Assessment Program (AAP): 6-12: Whole grade screening grade 11 Spring testing

Identification: 95-99 PR Reading, Math and Science

Creative Thinking Ability---

Scales for Rating the Behavioral Characteristics of Superior Students (3rd Edition) :

Whole grade screening in grades 1st and 5th

Screening: Criteria 48-50

Identification: Criteria 51 or higher

Torrance Tests of Creative Thinking (figural and/or verbal)

- *Whole grade screening: qualifying cognitive score on NNAT3 (1st grade-110+; 5th grade-109+)*

Identification: Criteria 95 PR or higher

Visual and Performing Arts---

Gifted and Talented Evaluation Scales-2 (GATES-2), Section 5

- *Dance ONLY (checklist of artistic behaviors component)*

Screening: Criteria 90– 110

Identification: Criteria 111 or higher

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS): K-12 by referral

- Artistic Characteristics, part V: identification criteria 61 (screening criteria 59-60)
- Musical Characteristics, part VI: identification criteria 39 (screening criteria 37-38)
- Dramatics Characteristics, part VII: identification criteria 57 (screening criteria 54-56)

ODE Rubric of Performance Portfolio

Service Model—2021-2022

Gifted Programming at Grades K-5:

It is recommended that administrators follow the Cluster Grouping Model to ensure students identified as Gifted are clustered appropriately in groups of 3-8 students within the general education classroom. The general education classroom teachers who are providing gifted services will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons. Students identified in Cognitive and Creative abilities should be scheduled in all content domains that are areas of strength for services, however, require at least one core content provider. Students identified throughout the year should be flexibly grouped with similar academic peers for services. Students in grades K-5 may need to be considered for subject and/or whole grade acceleration if needs are not being met in the clustered classroom.

The Gifted Intervention Specialist (GIS) will support classroom teachers and students in-class and during intervention groups. Talent development will be a focus for primary grade students.

Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor.

Gifted Programming at Grades 6-8:

In grades 6-8, it is recommended that administrators follow the Cluster Grouping Model to ensure students identified as Gifted are clustered appropriately in groups of 3-8 students within the general education classroom. The general education classroom teachers who are providing gifted services will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons. Students in grades 6-8 may need to be considered for subject acceleration and/or encouraged to take courses qualifying under College Credit Plus. The general education classroom teachers will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas. Students identified in Cognitive and Creative abilities should be scheduled in all content domains that are areas of strength for services, however, require at least one core content provider.

Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor.

Eighth grade Algebra acceleration plans will be written annually in collaboration with the Gifted Supervisor and the teacher of record.

High School Programming:

Service Options: Students in grades 9-12 have the opportunity to choose from a variety of ODE accepted courses such as College Credit Plus and Honors. Students will be cluster grouped when an advanced class is not offered. The general education classroom teachers will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas. Students identified in Cognitive and Creative abilities should be scheduled in all content domains that are areas of strength for services, however, require at least one core content provider.

Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor.

CCP students' Written Education Plans will be written in collaboration with the high school guidance counselor and the gifted supervisor using the course syllabus as a guide for the goal of course completion.

Service Documentation:

Gifted students will have records annually provided by a qualified service provider that outlines their services and set specific goals to be achieved over the course of the year to ensure growth and enrichment.

Written Education Plan Timeline:

Initial WEPs will be sent home to be signed in late October.

Mid-Year WEPs will be mailed home mid-January or distributed at elementary conferences.

End-of-Year WEPs will be mailed or sent home with final grade cards.

Acceleration Policy:

Acceleration should always be of consideration when determining most appropriate service options for individual students. This should include both subject and grade acceleration. It is recommended the coordinator of gifted programming communicates with the various preschool educators/ facilities regarding early-entrance, etc. Early-entrance to kindergarten is an option for qualifying students as a gifted service. The acceleration board policy (po 5408) should be shared with district staff members. The process approved by the Ohio Department of Education (ODE) includes the use of the IOWA Acceleration Scales tool for whole grade accelerations and recommended for single subject accelerations.

5408 - ACADEMIC ACCELERATION, EARLY ENTRANCE TO KINDERGARTEN, AND EARLY HIGH SCHOOL GRADUATION

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

Referrals and Evaluation

- A. Any student residing in the District may be referred by a teacher, administrator, gifted education specialists, guidance counselor, school psychologists, or a parent or legal guardian of the student to the Principal of his/her school for evaluation for possible accelerated placement. A student may refer himself/herself or a peer through a staff member who has knowledge of the referred child's abilities.
- B. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to staff and parents at each school building. The Principal of each school building (or his/her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff s/he supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- C. The Principal (or his/her designee) of the referred students' school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
- D. Children who are referred for evaluation for possible accelerated placement sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty (60) or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's Principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee - if the committee determines the child should be accelerated. Pursuant to R.C. 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is

requested shall also be evaluated for possible early admittance if referred by an educator within the District, a preschool educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.

- E. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within forty-five (45) days of the submission of the referral to the referred student's Principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- F. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within thirty (30) days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his/her final decision within thirty (30) days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity, if s/he is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

Composition

- A. The referred student's Principal (or his/her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
 - 1. a Principal or Assistant Principal from the child's current school
 - 2. a current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten)
 - 3. a teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school)

4. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student
 5. a gifted education coordinator or gifted intervention specialist
If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
- B. The acceleration evaluation committee shall be charged with the following responsibilities:
1. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 - a. Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - b. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - c. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on State academic content standards, and successful completion of State mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 2. The acceleration evaluation committee shall issue a written decision to the Principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or

not to accelerate the student will be determined by a majority vote of the committee membership.

3. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
 - a. placement of the student in an accelerated setting;
 - b. strategies to support a successful transition to the accelerated setting;
 - c. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 - d. an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
2. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the State, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
3. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

Accelerated Placement

- A. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten,

grade-level accelerated students, and students accelerated in individual subject areas.

1. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 2. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within thirty (30) days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- B. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Additional Notes:

*The number of students identified each year should be considered and services adjusted to meet the needs of the population.

*The social and emotional component of working with Gifted students is critical and should not be overlooked. Counselors must work together (with the classroom teacher when appropriate) to ensure the social/emotional needs are met.

*Students who have dual exceptionalities are to be offered appropriate services in accordance with the area(s) of identification and offered these opportunities in an equitable manner.

*Parents may decline services for their student on an annual basis and must have appropriate documentation on file for the student.

*High school juniors and seniors that are identified in science and social studies and have completed their graduation credits are encouraged to take a course that aligns with the student's identification however are not required.

*Families will be informed of strategies and ways to support and nurture the academic and social/emotional needs of their gifted children. Examples include but not limited to parent meetings (fall and early winter) that include opportunities for scheduling suggestions for college bound students.

