



*Gifted Education*  
*In*  
*Loveland City Schools*

## **Introduction**

On June 30, 1999, the Ohio Legislature approved House Bill 282 which required all school districts to develop a plan for identifying students who meet the state eligibility for gifted in grades kindergarten through twelve. Loveland City School District developed and submitted a plan to the Ohio Department of Education (ODE) which was subsequently approved. The *Model Policies and Plan for the Identification of Children Who are Gifted* went into effect during the 2000-01 school year.

Although the *Model Policies and Plan* addresses all aspects of gifted identification, it does not contain specific information about the programs and services for gifted students in Loveland City Schools. This handbook, *Gifted Education in Loveland City Schools*, has been developed to provide this information including a description of our programs and services, program goals, program procedures, and resources for parents, students, and teachers.

For more information about gifted education in Loveland City Schools, please contact your building principal, building guidance counselor, or the Loveland Schools Department of Teaching and Learning.

## **Belief Statement about Gifted Learners**

Loveland City School District provides a continuum of services for gifted learners. This continuum includes the following:

- Learning opportunities that consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.
- Gifted education programming that is integrated into the general education program.
- Social/emotional support, counseling, and guidance to nurture the unique development of gifted learners.

Additionally, gifted programs and services include:

- Procedures to identify gifted learners that will measure diverse abilities.
- Services to students based on assessed needs.
- Staff training for student characteristics and identification, differentiating curriculum and instruction, strategies, materials, and collaboration.
- Periodic review of the program to evaluate its effectiveness and to provide the basis for continuous improvement of gifted services.

## **Board Policy Identification for Gifted and/or Talented Students**

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children who are gifted in the district must be provided opportunities to be identified as gifted and/or talented.

The Board believes that these children require services to be identified as gifted and/or talented in order to realize their potential contribution to themselves and society.

Annually, children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program.

### **Identification**

The district follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the *Ohio Rule for the Identification and Services for Children Who Are Gifted* as specified in the *Model Policies and Plan for the Identification of Children Who Are Gifted*.

1. The district shall identify children of the district, in grades kindergarten through twelve, who may be gifted in one or more of the following areas:
  - A. Superior Cognitive Ability
  - B. Specific Academic Ability in one or more of the following content areas:
    1. Mathematics
    2. Science
    3. Reading, writing, or a combination of these skills
    4. Social Studies
  - C. Creative Thinking Ability
  - D. Visual or Performing Arts Ability in music and art.
2. The district shall use only those instruments approved by the Ohio Department of Education for screening, assessment, and identification of children who are gifted as provided in the *Assessment Instruments for the Identification of Children Who Are Gifted*.
3. The district shall accept scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and trained personnel outside the school district.
4. The district shall adopt and submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the district plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

- A. The criteria and methods the district uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas.
  - B. The sources of assessment data the district uses to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted.
  - C. An explanation for parents of the methods the district uses to ensure equal access to screening and further assessment by all district children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language.
  - D. The process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted.
  - E. Provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services.
  - F. Procedures for the assessment of children who transfer into the district.
  - G. At least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.
5. The district's plan may provide for the district to contract with any qualified public or private service provider to provide screening or assessment services under the plan.

### **Services for Children Who Are Gifted**

1. The district shall ensure equal opportunity for all children identified as gifted to receive any or all services offered by the district.
2. The district shall implement a procedure for withdrawal of children from district services and for reassessment of children.
3. The district shall implement a procedure for resolving disputes with regard to identification and placement decisions.
4. Any district gifted education services shall be delivered in accordance with Ohio Revised Code and Ohio Administrative Code.
5. The district shall inform parents of the contents of this policy as required by Section 3324.06 of the Ohio Revised Code.

### **Annual Report**

1. The district shall submit, as required, an annual report to the Ohio Department of Education.

The district superintendent or designee shall implement all policies and procedures in accordance with laws, rules, and regulations and follows the *Model Policies and Plan for the Identification of Children Who Are Gifted*.

Adopted on the 15<sup>th</sup> day of February of 2000.

Signed: President of Board

Signed: Treasurer of Board

LEGAL REFS.:       ORC 3324.01  
                          3324.02  
                          3324.03  
                          3324.04  
                          3324.05  
                          3324.06  
                          3324.07  
                          OAC 3301-51-15

CROSS REF.: JB, Equal Educational Opportunities

## Identification of Gifted Students in Loveland City School District

On June 30, 1999, the Ohio Legislature approved House Bill 282 which required all school districts to develop a plan for identifying students who meet the state eligibility for gifted in grades kindergarten through twelve. Loveland City Schools, like all other Ohio school districts, developed and submitted a plan to the Ohio Department of Education (ODE). The plan, titled *Model Policies and Plan for the Identification of Children Who Are Gifted*, took effect during the 2000-01 school year. A copy of this document is available in each building. Below are some excerpts from the procedures:

Loveland City School District follows the Ohio Department of Education's definition of gifted and uses their identification criteria for the different categories of gifted. "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 the criteria established in the Ohio Revised Code. There are four categories: *superior cognitive ability, specific academic ability, creative thinking ability, and visual or performing arts.*

*Superior Cognitive Ability:* The student must score two standard deviations above the mean (minus the standard error of measurement) on an approved standardized group or individual intelligence test or perform at or above the 95<sup>th</sup> percentile on an approved standardized achievement test.

*Specific Academic Ability:* The student must score at the 95<sup>th</sup> percentile or above in math, reading, science, or social studies on an approved standardized achievement test.

*Creative Thinking:* The student must score one standard deviation above the mean (minus the standard error of measurement) on an approved standardized intelligence test and attain a sufficient score on an approved test of creative ability or a checklist of creative behaviors.

*Visual or Performing Arts Ability:* The student must attain a sufficient score on an approved checklist of a specific arts area and demonstrate superior ability through a display of work, audition, or other performance.

### Identification and Testing Process

Students can be tested for gifted through a screening or referral process depending on the grade they are in:

- *Students in Grades 2 & 5*

**All** students will be screened using the Otis-Lennon School Ability Test (OLSAT) and Stanford Achievement Test (SAT). Some students will be identified from these test results and parents will be notified in writing if their child is identified. Other students who meet specific cut-off scores will be tested a second time using an additional ability and/or achievement test. Parents will be notified in writing if their child is

eligible for the second set of tests. Parent permission is required for the additional testing.

- *Students in Grades 1, 3, 4, 6, 7, 8, and 9-12*

Because the tests used for gifted screening, the OLSAT and SAT, are not given in these grades, students will be tested on a **referral** basis. Parents and staff can make referrals. Referral forms are available in the school office and should be returned to the building guidance counselor. Referrals will be accepted for all four categories of gifted.

- *Students in Kindergarten*

Kindergarten students will be tested in February or March on a **referral** basis. Information regarding how and when to submit a referral will appear in the Loveland Early Childhood Center's newsletter.

### Yearly Schedule for Testing

District testing (OLSAT and SAT) will occur in the fall (grade 5) or spring (grade 2) of the school year. When the testing results come back, parents will be notified if their child qualifies for gifted identification or needs a second assessment. A spring assessment will be available for those needing it, for example a student who moves into the district and requests an evaluation for gifted. Periodic reevaluation for program eligibility for gifted will occur at grades 2 and 5.

### How Testing is Used to Determine Eligibility for the Gifted Program

Gifted education services are available for eligible students in grades 3-8. *Please note the following information regarding eligibility for the gifted program:* Spring 2<sup>nd</sup> grade test results are used to determine eligibility for the 3<sup>rd</sup> through 5<sup>th</sup> grade gifted program, LEAP. Fifth grade test results are used to determine eligibility for 6<sup>th</sup> through 8<sup>th</sup> grade gifted services.

### Outside Testing

The district accepts scores on assessment instruments administered by other school districts or trained and qualified personnel outside the district. The assessment instruments used must be in accordance with the Ohio Department of Education's *Chart of Approved Gifted Identification/Screening Instruments*.

### For More Information on Gifted Identification

There are three brochures that describe gifted identification and services in complete detail:



- *District Policy for the Identification of and Services for Students Who Are Gifted: Information for Parents and Staff (PB-1)*
- *Identification of Children Who are Gifted: Definitions and Criteria (PB-2)*
- *Assessment Instruments used by the Loveland City School District for Gifted Identification (PB-3)*

These brochures are available in the office of each building and on our web page.

Additional information, including the district acceleration policy, is available on the Loveland School District web site. Go to <http://www.lovelandschools.org>. Click on “Programs” then “Gifted Education.” Links to other gifted education organizations are listed.

## **Gifted Programs and Services in Loveland City Schools**

Loveland City Schools currently has two gifted intervention specialists serving students identified as superior cognitive in both cognitive and achievement areas in grades 3 through 8.

### Program Goals

The goals for the program are:

1. To provide students a greater depth and a broader scope of academic experiences.
2. To maximize the student's pursuit of open-ended questions and issues.
3. To accentuate the emphasis of higher level thinking skills in the student's educational experience.
4. To promote greater student choice through independent study and research activities.
5. To adjust to the student's accelerated pace of learning.
6. To emphasize the student's role as producers not just that of consumers.
7. To provide a low-risk, high-trust classroom climate where students feel secure in being forthright and can receive mutual support from each other.
8. To provide an enriched, small group social/educational environment among those with similar abilities.
9. To develop strong oral and written communication skills.

### Gifted Services in Grades 3-5: LEAP

The Loveland Enrichment Activities Program (LEAP) serves students who have met the following criteria: scored 2 standard deviations above the mean minus the standard error of measurement on an approved group or individual intelligence test (e.g. Otis Lennon, CogAT, WISC-IV) and scored 95<sup>th</sup> percentile or higher on the composite of an approved individual or group achievement test (e.g. Stanford, Iowa, Woodcock-Johnson). Screening and assessment scores are listed in the district brochure *Assessment Instruments Used by Loveland Schools for Gifted Identification*. LEAP provides a one day per week pullout program which occurs in a resource room setting.

### The LEAP Curriculum

The following six areas are included in the LEAP curriculum:

1. Higher level thinking skills
2. Research methods/problem solving
3. Oral and written expression
4. Guidance and affective education
5. Independent study in an academic discipline
6. Career exploration

The school district course of study may provide direction for other areas of study. A curriculum guide may be developed to supplement such courses of study. In general, LEAP focuses upon enrichment in all disciplines with regard to high level thinking skills. The intent is for the LEAP teacher to match the student's needs, interests, and abilities with appropriate enrichment learning activities.

### Written Education Plan

All students in the LEAP program will have a yearly Written Education Plan (WEP). The WEP states the student's area(s) of identification, and his/her strengths and needs. It also gives a description of goals for the services the student receives as well as the service delivery methods that will be used.

### Student Progress

The students in LEAP will receive a written evaluation at the end of the first and second semester. The gifted intervention specialist will provide verbal feedback to parents and teachers on an as-needed basis throughout the school year. No grades will be given for LEAP activities.

The gifted intervention specialist may confer with general education teachers to determine a student's progress in the differentiated curriculum and to evaluate the student's work.

### Additional Procedures

The LEAP program is an alternative educational experience for its participants. It should not be regarded as a program that adds to the workload of the students. This requires the cooperation and commitment of all classroom teachers regarding:

#### Homework

Participants in the LEAP program shall not be required to turn in homework assigned while the students were attending the LEAP class unless such homework pertains to new concepts or concepts a student is having difficulty with.

#### Classwork

Students in LEAP should not be required to make up drill and practice work they missed while attending LEAP class. However, the student is responsible for learning new concepts introduced in his/her absence. The general education teacher must communicate to the LEAP student(s) the new concepts introduced to the class while the student was attending LEAP class.

Since LEAP participants miss five or more hours of general education instruction each week, the LEAP teacher and classroom teachers should communicate with each other regarding classroom expectations and any related problems that may arise.

### Tests

LEAP participants shall be given the opportunity to make up tests they missed while attending the program. Tests should be given in a reasonable amount of time.

### Expectations for Students

LEAP students are expected to demonstrate their desire and commitment to participate responsibly in the program. Expectations include attending consistently, being self-motivated, completing assigned tasks on time, and being cooperative with the LEAP teacher, classroom teacher, and other LEAP students.

### Information for Parents

Parental involvement is a very important part of the LEAP program. Keeping parents informed is addressed in a number of ways.

#### Parent Conferences

The LEAP teacher will be available for conferences with parents of LEAP students during district conference days as noted on the school calendar. In addition, the teacher will be available for parent conferences upon request and at a time that is mutually convenient to both the teacher and the parent.

#### Report of Student Progress

The LEAP teacher shall provide parents with a written evaluation of their child's progress in LEAP at least twice per school year. Other occasions and means of communication shall be used if the situation warrants that the LEAP teacher needs to communicate with the parents.

#### Parent Orientation

Prior to beginning the program, parents of LEAP students will be invited to attend an orientation meeting. At this meeting the LEAP procedures will be explained by the LEAP teacher and administrator(s).

### Exiting the LEAP Program

In the event that a parent wants to withdraw his/her child from the LEAP program, the parent should put this request in writing to the principal. The principal may contact the parent to address their concerns.

In the event that a student is not meeting the expectations of the LEAP program, the LEAP teacher, after conferring with parents, will submit the student's name to the building principal. The LEAP teacher will collect data regarding the student's:

- a. general classroom achievement,
- b. LEAP class behavior and performance; and
- c. other relevant information from parents, school personnel, and the student.

A conference will take place to discuss the problems the student is having and determine a course of action to correct the problem. Alternate gifted service delivery methods may be explored.

### Students New to Loveland City Schools - LEAP

For students new to Loveland City Schools, the first step is to determine that the student meets the qualifications for LEAP as stated in the district policies and procedures. After confirming that the student meets the program criteria, the student may be placed in the LEAP program or placed on the program's waiting list for possible inclusion at a future date. Loveland Schools follows all guidelines for caseload as stated in the Ohio Department of Education's Rule for Gifted.

### LEAP Teacher Responsibilities

The LEAP teacher shall perform the following duties:

1. Provide reports of student progress to parents at least twice a year.
2. Write a Written Education Plan (WEP) for all students in the LEAP program.
3. Hold regular conferences with parents of the LEAP students.
4. Meet regularly with classroom teachers regarding their LEAP students.
5. Plan regularly with building principals.
6. Provide staff development as needed.
7. Conduct parent orientation meetings and provide information to parents as requested.
8. Plan and coordinate field trips, guest speakers, seminars, etc. as related to LEAP.
9. Assist in the evaluation of the LEAP program.

## Gifted Services in Grades 6-8

The grade 6-8 gifted program serves students who have met the following criteria: scored 2 standard deviations above the mean minus the standard error of measurement on an approved group or individual intelligence test (e.g. Otis Lennon, CogAT, WISC IV) and scored 95<sup>th</sup> percentile or higher on the composite of an approved individual or group achievement test (e.g. Stanford, Iowa, Woodcock-Johnson). Screening and assessment scores are listed in the district brochure “Assessment Instruments Used by Loveland Schools for Gifted Identification.”

In 6<sup>th</sup> grade, qualified students will receive services through their reading class taught by the gifted intervention specialist. The class will be differentiated through pace, complexity, and challenge.

In 7<sup>th</sup> and 8<sup>th</sup> grade, qualified students will receive services through their language arts class co-taught by the general education teacher and the gifted intervention specialist. This class will be also differentiated through pace, complexity, and challenge. In addition to the language arts class, students in 7<sup>th</sup> and 8<sup>th</sup> grade will have the opportunity to work on extended and/or enriched science or social studies curriculum. The teachers will use pre-assessment results to determine alternate instructional approaches such as curriculum compacting, independent study, research projects and other techniques.

## The Gifted Education Curriculum

The following six areas are included in the gifted education curriculum:

1. High level thinking skills
2. Research methods/problem solving
3. Oral and written expression
4. Guidance and affective education
5. Independent study in an academic discipline
6. Career exploration

The school district course of study may provide direction for other areas of study.

## Written Education Plan

All students in the grade 6-8 gifted education program will have a yearly Written Education Plan (WEP). The WEP states the student's area(s) of identification, and his/her strengths and needs. It also gives a description of the goals for the services the student receives as well as the service delivery methods that will be used.

## Student Progress

The students in the 6<sup>th</sup>-8<sup>th</sup> grade gifted program will receive a written evaluation at the end of the first and second semester. The gifted intervention specialist will provide verbal feedback to parents and teachers on an as-needed basis throughout the school year.

The gifted intervention specialist may confer with general education teachers to determine a student's progress in the differentiated curriculum and to evaluate the student's work.

## Students New to Loveland City Schools – Grades 6-8

For students new to Loveland City Schools, the first step is to determine that the student meets the qualifications for grade 6-8 gifted services as stated in this handbook. After confirming that the student meets the program criteria, the student will be assigned to the gifted intervention specialist's caseload or placed on the teacher's waiting list for possible inclusion at a future date. Ohio's Operating Standards for Gifted Students set maximum class size and case loads for various service delivery models and grade levels.

## Grades 6-8 Gifted Intervention Specialist Responsibilities

The gifted intervention specialist shall perform the following duties:

1. Delivers or assists in the delivery of rigorous core content.
2. Provides reports of student progress to parents at least twice a year.
3. Writes a Written Education Plan (WEP) for all students in the gifted program.

4. Participates in conferences with parents of the gifted students when needed.
5. Plans regularly with building principals.
6. Provides staff development as needed.
7. Participates in parent orientation meetings and provide information to parents as requested.
8. Assists in the evaluation of the gifted program.

The gifted intervention specialist shall work with the general education teacher to:

1. Develop units of study for the purpose of extending or replacing the general education curriculum.
2. Collaborate to produce extension materials relevant to the general education curriculum.
3. Work directly in the classroom with teachers to support them in providing alternative materials, activities, and strategies for learning.
4. Encourage new initiatives for serving gifted students in the general education classroom.



## **Other Opportunities for Gifted Students in Loveland City Schools**

### Educational Options

Educational options are additional curricular opportunities to improve, expand, and enrich student learning. Educational options supplement the regular school program and include independent study, tutoring, travel, mentoring, correspondence courses, and college courses.

### Honors Classes

Honors classes provide accelerated coursework in the areas of language arts, math, and science in grades 9-12.

### Advanced Placement (AP) Classes

The AP program offers college level courses and exams for advanced secondary students. These courses are more challenging and require more work than other high school courses. AP courses include: art, biology, calculus, chemistry, physics, English, foreign language, American history, and American government.

### Accelerated Classes

Accelerated math is available in grades 6, 7 and 8. Foreign language is also available at these grades.

### Post-Secondary Enrollment Options

The Post-Secondary Enrollment Options program gives high school students in grades 9-12 the opportunity to earn college and high school graduation credit through the successful completion of college courses.

### Music and Art Opportunities

Students identified in the visual and performing arts area can audition and participate in the following: Show Choir, Drama Club, Land of Grant Honors Band, Jazz Band, Jazz Orchestra, Photography Club, Art Club, and Independent Study.

### General Education Classroom

Students are served in the regular classroom through the general education curriculum. Extension and enrichment will occur based on a student's assessed needs within the curriculum.

*Loveland Gifted Handbook Revision: August 1, 2011*

## Resources

There are many resources for teachers, parents, and students regarding gifted education.

### Internet Resources

The Ohio Association for Gifted Children (OAGC) - [www.oagc.com](http://www.oagc.com)

National Association for Gifted Children (NAGC) - [www.nagc.org](http://www.nagc.org)

ERIC Clearinghouse on Disabilities and Gifted Education - [www.ericec.org](http://www.ericec.org)

The Ohio Department of Education – Gifted – [www.ode.state.oh.us](http://www.ode.state.oh.us)

The National Research Center on the Gifted and Talented - [www.gifted.uconn.edu](http://www.gifted.uconn.edu)

Supporting the Emotional Needs of the Gifted - [www.sengifted.org](http://www.sengifted.org)

The Gifted Development Center - [www.gifteddevelopment.com](http://www.gifteddevelopment.com)

The Davidson Institute for Talent Development – [www.ditd.org](http://www.ditd.org)

### Resources Available Through the Department of Teaching and Learning

- ❖ *Challenging the Gifted in the Regular Classroom* – video and handbook
- ❖ *The Academic Acceleration of Gifted Children*, Southern and Jones
- ❖ *Teaching Gifted Kids in the Regular Classroom*, Winebrenner
- ❖ *The Differentiated Classroom: Responding to the Needs of All Learners*, Tomlinson
- ❖ *How to Differentiate Instruction in Mixed-Ability Classrooms*, Tomlinson
- ❖ *Journal for the Education of the Gifted*
- ❖ *The Ohio Department of Education's (ODE) Course of Study for Gifted Education*
- ❖ *Models for Providing a Continuum of Services to Gifted Students - ODE*
- ❖ *Model for the Identification of Creative Thinking Ability – ODE*
- ❖ *Models for Improving the Delivery of Services to Underachieving Gifted Students – ODE*
- ❖ *Models for Improving the Delivery of Services to Gifted Students in the Areas of Visual and Performing Arts – ODE*
- ❖ *Challenges in Gifted Education – ODE*
- ❖ *Small Group Activities for Differentiating Instruction* – video and handbook
- ❖ *Differentiating Instruction and Challenging the Gifted in the Middle Grades* – video series:
  - Part 1: Benefits of the Heterogeneous Classrooms
  - Part 2: Modifying Traditional Classrooms
  - Part 3: Differentiating Supplementary Strategies That Work
  - Part 4: Challenging the Brightest Without Sacrificing the Rest: Ten Tactics for Schoolwide Success