

DISTRICT GIFTED POLICY AND PLAN

IDENTIFICATION AND SERVICES FOR GIFTED STUDENTS

2019-20

Information for Parents



Evergreen Local Schools

VIKING STRONG

GIFTED IDENTIFICATION

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 Section 3324.03 of the Ohio Revised Code.

How are children identified in Ohio?

Ohio law requires each school district to identify gifted students K-12 in the following areas:

| | |
|----------------------------|------------------------------------|
| Superior Cognitive Ability | Creative Thinking Ability |
| Specific Academic Ability | Visual & Performing Art |
| Reading/Writing | Dance |
| Math | Drama |
| Science | Music (Instrumental and/or Choral) |
| Social Studies | Visual Arts |

The Identification Steps:

The **pre-assessment** part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances.

The **screening step** examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. Qualified school personnel examine all available information about a student to determine if evidence of possible giftedness exists for that student and conduct necessary additional assessment.

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code. Once qualified school personnel have completed the assessment, the data obtained throughout the stages of identification are evaluated, the identification decision is made and the student's educational needs are determined. Parents will be notified of testing results within 30 days of the district receiving the scores.

Equitable Testing Procedures and Special Populations

The District does not discriminate and ensures fair and equitable testing of students for gifted identification in the screening and assessment processes. Instruments are selected that identify students from underrepresented populations, including minority, economically disadvantaged students, students with disabilities, and English learners.

General and Transfer Students

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district. The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the written request of the parent.

Parent Notification

The District will inform parents or guardians when testing students to determine if they are gifted. When individual and/or small group testing occurs, parental permission to test will be obtained. The District will notify parents of test scores within 30 days of receiving results.

TESTING for GIFTED IDENTIFICATION

State law requires districts to identify students who are gifted through referrals and whole-grade testing. The District conducts assessments with tests approved by the Ohio Department of Education and ensures that selected tests are appropriate for students from underrepresented populations.

Testing Based on Referral

The District provides at least two opportunities per year for gifted identification testing in any or all areas when requested or recommended. Referral-based testing is completed within 90 days. Referral forms are available in each school office and the district website

Whole-Grade Testing

To help ensure equity in and access to identification opportunities for all students, the District conducts whole-grade testing in two grade bands: K-2 and 3-6. This requirement applies to specific areas of identification. The District conducts whole-grade testing in Grades 2, 6, and 11. *[See chart, below]*

The chart provides an overview of assessment requirements by area of identification and grade level.

| Summary of Requirements | Grades K-2 | Grades 3-6 | Grades 7-12 |
|--|--|---|--|
| <p>Testing Based on Referral:</p> <ul style="list-style-type: none"> • Superior Cognitive Ability • Creative Thinking Ability • Specific Academic Ability <ul style="list-style-type: none"> Mathematics Reading/Writing Science Social Studies • Visual & Performing Arts <ul style="list-style-type: none"> Dance Drama Music Visual Arts | Yes, at all grade levels | Yes, at all grade levels | Yes, at all grade levels |
| <p>Whole-Grade Testing:</p> <ul style="list-style-type: none"> • Superior Cognitive Ability • Creative Thinking Ability + • Specific Academic Ability <ul style="list-style-type: none"> Mathematics Reading/Writing Science Social Studies <p>+ Creative Thinking checklists are not completed unless a student meets the required cognitive ability score.</p> | <p>Yes, gifted testing occurs in this grade band.</p> <p>Evergreen Elementary School conducts whole grade testing for Superior Cognitive, Creative Thinking, Reading and Math, in Grade 2.</p> | <p>Yes, gifted testing occurs in this grade band.</p> <p>Evergreen Elementary School conducts whole grade testing for Reading and Math in Grade 4.</p> <p>Evergreen Middle School conducts whole grade testing in all academic areas, Superior Cognitive, and Creative Thinking in Grade 6.</p> | <p>Testing is not required.</p> <p>Evergreen High School conducts whole grade testing for Mathematics, Science, and Reading/Writing in Grade 11.</p> |

EVERGREEN LOCAL SCHOOLS GIFTED TESTING PLAN

| INTELLEGENGE TESTS for SUPERIOR COGNITIVE ABILITY IDENTIFICATION | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|---|------------------------------|-----------------------------------|-------------------------------------|
| Cognitive Abilities Test Form 7 (CogAT-7) | | | |
| VQN Composite | Grades: K-1 | 120 | 127 |
| | Grades: 2-12 | 120 | 128 |
| QN Composite <i>English learners and students with serious reading disabilities, only</i> | Grades: 3-12 | 120 | 128 |
| VN Composite <i>Students with mathematical learning disabilities, only</i> | Grade: K | 120 | 126 |
| | Grades: 1 | 120 | 127 |
| | Grades: 2-4 | 120 | 128 |
| | Grade: 5 | 120 | 127 |
| | Grades: 6-7 | 120 | 128 |
| | Grades: 8-11 | 120 | 127 |
| | Grade: 12 | 120 | 128 |
| Differential Ability Scales, 2nd Edition | Ages: 2.6-17.11 | 120 | 126 |
| Naglieri Nonverbal Test – Individual Admin. | Ages: 5-11 | 120 | 125 |
| Naglieri Nonverbal Test – Individual Admin. | Ages: 12-17 | 120 | 126 |
| Wechsler Adult Intelligence Scale 4th Edition (WAIS-IV) | Ages: 16-90.11 | 120 | 127 |
| Wechsler Intelligence Scale for Children 5th Edition (WISC-V) Full Scale IQ | Ages: 6-16 | 120 | 127 |
| Wechsler Intelligence Scale for Children 5th Edition (WISC-V) General Ability Index | Ages: 6-16 | 120 | 127 |

| ACHIEVEMENT ASSESSMENTS for SUPERIOR COGNITIVE ABILITY IDENTIFICATION | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|--|------------------------------|-----------------------------------|-------------------------------------|
| Iowa Assessments, Form E Complete Battery | Grades: K-12 | 90 th percentile | 95 th percentile |

EVERGREEN LOCAL SCHOOLS GIFTED TESTING PLAN

| ACHIEVEMENT ASSESSMENTS for SPECIFIC ACADEMIC ABILITY IDENTIFICATION | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|--|-----------------------------|-------------------------------|---------------------------------|
| | | | |
| ACT Assessment Program (AAP) | Grades: 10-12 | 90 th percentile | 95 th percentile |
| | Grades: 6-9 | | See Chart, Below |
| | | | |
| Iowa Assessments, Form E Complete Battery | Grades: K-12 | 90 th percentile | 95 th percentile |
| | | | |
| Iowa Assessments, Form E Core Battery (Reading and Math, only) | Grades: 1-12 | 90 th percentile | 95 th percentile |
| | | | |
| Kaufman Tests of Educational Achievement 3rd Edition, (KTEA-III) | Age 4.5 - Grade 12 | 90 th percentile | 95 th percentile |
| | | | |
| MAP Growth [Math & Reading] Map Growth 2-5 Map Growth 6+ | Grades: 2-5 Grades: 6-10 | 90 th percentile | 95 th percentile |
| | | | |
| SAT Test | Grades: 6-12 | 90 th percentile | 95 th percentile |
| | | | |
| Terra Nova, Third Edition Complete Battery | Grades: K-12 | 90 th percentile | 95 th percentile |
| | | | |
| Terra Nova, Third Edition Multiple Assessments | Grades: 1-12 | 90 th percentile | 95 th percentile |
| | | | |
| Wechsler Individual Achievement Test 3rd Edition, (WIAT) | Ages: 4-85 | 90 th percentile | 95 th percentile |
| | | | |

| Above-Grade Assessments | Identification Area | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
|--------------------------------|----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| ACT | Reading/Writing | English Subscore: 17 | English Subscore: 19 | English Subscore: 20 | English Subscore: 24 |
| ACT | Reading/Writing | Reading Subscore: 17 | Reading Subscore: 19 | Reading Subscore: 20 | Reading Subscore: 25 |
| ACT | Mathematics | Math Subscore: 17 | Math Subscore: 18 | Math Subscore: 21 | Math Subscore: 24 |
| ACT | Science | Science Subscore: 17 | Science Subscore: 19 | Science Subscore: 20 | Science Subscore: 24 |

EVERGREEN LOCAL SCHOOLS GIFTED TESTING PLAN

| INTELLIGENCE TESTS for CREATIVE THINKING ABILITY IDENTIFICATION | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|--|--------------------------|-------------------------------|---------------------------------|
| Cognitive Abilities Test Form 7 (CogAT-7) | | | |
| VQN Composite | Grades: K-1 | 110 | 111 |
| | Grades: 2-12 | 110 | 112 |
| QN Composite <i>English learners and students with serious reading disabilities, only</i> | Grades: 3-12 | 110 | 112 |
| VN Composite <i>Students with mathematical learning disabilities, only</i> | Grade: K | 109 | 110 |
| | Grade: 1 | 110 | 111 |
| | Grades: 2-4 | 110 | 112 |
| | Grade: 5 | 110 | 111 |
| | Grades: 6-7 | 110 | 112 |
| | Grades: 8-11 | 110 | 111 |
| | Grade: 12 | 110 | 112 |
| | | | |
| Differential Ability Scales, 2nd Edition | Ages: 2.6-17.11 | 110 | 111 |
| | | | |
| Naglieri Nonverbal Test – Individual Admin. | Ages: 5-11 | 109 | 110 |
| | | | |
| Naglieri Nonverbal Test – Individual Admin. | Ages: 12-17 | 110 | 111 |
| | | | |
| Wechsler Adult Intelligence Scale 4th Edition (WAIS-IV) | Ages: 16-90.11 | 110 | 112 |
| | | | |
| Wechsler Intelligence Scale for Children 5th Edition (WISC-V) Full Scale IQ | Ages: 6-16 | 110 | 112 |
| | | | |
| Wechsler Intelligence Scale for Children 5th Edition (WISC-V) General Ability Index <i>Where appropriate per publisher's instructions</i> | Ages: 6-16 | 110 | 112 |

| BEHAVIORAL CHECKLISTS and RATING SCALES for CREATIVE THINKING ABILITY IDENTIFICATION | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|--|--------------------------|-------------------------------|---------------------------------|
| Gifted and Talented Evaluation Scales 2 (GATES 2) Creative Thinking Section, Questions 21-30 | Ages: 5-18 | Standard Score 90-110 | Standard Score 111 |
| | | | |
| Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) – Part II Creativity | Grades: K-12 | 48-50 | 51 |

EVERGREEN LOCAL SCHOOLS GIFTED TESTING PLAN

| PERFORMANCE RUBRICS and SCALES for VISUAL and PERFORMING ARTS ABILITY IDENTIFICATION: DANCE | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|--|--------------------------|-------------------------------|---------------------------------|
| | | | |
| Ohio Department of Education Rubric | Grades: K-12 | 20-25 | 26-30 |
| | | | |

| PERFORMANCE RUBRICS and SCALES for VISUAL and PERFORMING ARTS ABILITY IDENTIFICATION: DRAMA | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|--|--------------------------|-------------------------------|---------------------------------|
| | | | |
| Ohio Department of Education Rubric | Grades: K-12 | 16-19 | 20-24 |
| | | | |

| PERFORMANCE RUBRICS and SCALES for VISUAL and PERFORMING ARTS ABILITY IDENTIFICATION: MUSIC | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|--|--------------------------|-------------------------------|---------------------------------|
| | | | |
| Ohio Department of Education Rubric | Ages: 4-13.11 | 14-17 | 18-21 |
| | | | |

| PERFORMANCE RUBRICS and SCALES for VISUAL and PERFORMING ARTS ABILITY IDENTIFICATION: VISUAL ARTS | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|--|------------------------------|-------------------------------|---------------------------------|
| | | | |
| Art Advanced Placement Scoring Guidelines | See Publisher's Instructions | 4 | 5 |
| | | | |
| Ohio Department of Education Rubric | Grades: K-12 | 20-25 | 26-30 |
| | | | |

EVERGREEN LOCAL SCHOOLS GIFTED TESTING PLAN

| BEHAVIORAL CHECKLISTS and RATING SCALES for VISUAL and PERFORMING ARTS ABILITY IDENTIFICATION: DANCE | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|---|--------------------------|-------------------------------|---------------------------------|
| Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50 | Ages: 5-18 | Standard Score of 90-110 | Standard Score of 111 |

| BEHAVIOR CHECKLISTS and RATING SCALES for VISUAL and PERFORMING ARTS ABILITY IDENTIFICATION: DRAMA | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|---|--------------------------|-------------------------------|---------------------------------|
| Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50 | Ages: 5-18 | Standard Score 90-110 | Standard Score 111 |
| Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VII | Grades: K-12 | 54-56 | 57 |

| BEHAVIOR CHECKLISTS and RATING SCALES for VISUAL and PERFORMING ARTS ABILITY IDENTIFICATION: MUSIC | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|---|--------------------------|-------------------------------|---------------------------------|
| Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50 | Ages: 5-18 | 60-65 | 66 |
| Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VI | Grades: K-12 | 37-38 | 39 |

| BEHAVIOR CHECKLISTS and RATING SCALES for VISUAL and PERFORMING ARTS ABILITY IDENTIFICATION: VISUAL ARTS | Grade Levels Ages | SCORE for REASSESSMENT | SCORE for IDENTIFICATION |
|---|--------------------------|-------------------------------|---------------------------------|
| Gifted and Talented Evaluation Scales 2 (GATES 2) Artistic Talent Section, Questions 41-50 | Ages: 5-18 | Standard Score 90-110 | Standard Score 111 |
| Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part V | Grades: K-12 | 59-60 | 61 |

Identification Criteria

A student shall be identified as exhibiting "**superior cognitive ability**" if the student did either of the following within the preceding 24 months:

- Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed psychologist;
- Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
- Performed at or above the 95% percentile on an approved individual or group standardized basic or composite battery of a nationally-normed achievement test;
- Attained an approved score on one or more above-grade level standardized nationally-normed approved tests.

A student shall be identified as exhibiting "**specific academic ability**" superior to that of children of similar age in a specific academic ability field, if, within the preceding 24 months, the student performs at or above the 95% 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.

A student shall be identified as exhibiting "**creative thinking ability**" superior to children of a similar age, if within the previous 24 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:

- Attained a sufficient score, as established by the Ohio Department of Education, on an approved individual or group test of creative ability;
- Established sufficient performance, as established by the Ohio Department of Education, on an approved checklist of creative behaviors.

A student shall be identified as exhibiting "**visual or performing arts ability**" superior to that of children of similar age, if the student has done both of the following:

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;
- Exhibited sufficient performance, as established by the Ohio Department of Education, on an approved checklist of behaviors related to a specific arts area.

APPEAL PROCEDURE

Parents have an opportunity to appeal any decision about the results of any screening procedure or the scheduling of children for assessment, or the placement of a student in any program for the receipt of services. An appeal by the parent is the reconsideration of the results of any part of the identification process that would include;

- Screening procedures 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 building administrator outlining the nature of the concern. The superintendent or building administrator will convene a meeting with the parent/guardian, and may include other school personnel. The superintendent or building administrator will issue a written final decision within 30 days of the appeal. This written notice will include the reason for the decision(s).

GIFTED EDUCATION SERVICES

Evergreen Local Schools ensure equal opportunity for all students identified as gifted to receive services offered by the district. Students are eligible for gifted services based on identification from Ohio Department of Education approved instruments in cognitive, specific academic, creative thinking ability, and/or the visual and performing arts.

Continuum of Services

Students who are gifted need differentiated curriculum, instruction, and support services to fully develop their cognitive, academic, creative, and artistic abilities or to excel in specific content areas. This includes opportunities to exceed grade-level academic indicators and benchmarks. The District is committed to providing a continuum of services to meet the educational and social/emotional needs of the students.

Criteria for Services

The District does not discriminate and has established fair and equitable criteria for gifted education services. Gifted services are provided to gifted students from underrepresented populations, including minority, economically disadvantaged students, students with disabilities, and English learners. Students who are identified as gifted under Section 3324.03 of the Ohio Revised Code qualify for and have access to gifted services offered by The District.

Parent Notification and Gifted Education Services

The District notifies parents regarding available gifted education services, service criteria, placement decision, and the appeals process. The District also sends a letter to the parents or guardians informing them when gifted education services are not available to students identified as gifted.

Gifted Education Services are provided by Evergreen Local Schools through the following educational delivery options:

Services Provided by a Gifted Intervention Specialist (GIS)

- Single Subject Self-contained Classroom

Services Provided by a General Education Teacher

- Acceleration
- Advanced Placement Classroom
- Cluster Group Classroom
- College Credit Plus
- Differentiated Curriculum
- Honors Classroom
- Independent Study
- Mentorships
- Services Provided by a Trained Arts Instructor
- Other options outlined in rules adopted by the Ohio Department of Education

ACCELERATION

Four types of acceleration are available to qualified students and may be considered gifted education service for some students with gifted identifications.

1. Early entrance to Kindergarten/school [BOE Policy 5112]
2. Subject acceleration [BOE Policy 5410]
3. Whole-grade acceleration [BOE Policy 5410]
4. Early graduation from high school (for the purpose of attending college) [BOE Policy 5464]

WITHDRAWAL

If at any time a student wishes to withdraw from gifted programs or services, the parent or child should write the request to the building administrator. If children request to withdraw, parents will be notified. In each case, a conference will be scheduled to finalize the withdrawal process.

2019-20 Evergreen Local Schools' Gifted Education Services

| Grade Level(s) | Subject Area | Teacher or Course | Identification Area(s) |
|--------------------------------|---|--|--|
| K-3 | Reading/ELA | Regular Classroom | Superior Cognitive Ability, Reading/Writing, and/or Creative Thinking Ability |
| 4-5 | Reading/ELA | Gifted Intervention Specialist | Superior Cognitive Ability, Reading/Writing, and/or Creative Thinking Ability |
| K-2 | Mathematics | Regular Classroom | Superior Cognitive Ability, Math and/or Creative Thinking Ability |
| 3-5 | Mathematics | Gifted Intervention Specialist | Superior Cognitive Ability, Math, and/or Creative Thinking Ability |
| 6 | Reading/ELA Mathematics Science Social Studies | Regular Classroom Regular Classroom Regular Classroom Regular Classroom | Superior Cognitive Ability, Reading/Writing, Math, Science, Social Studies, and/or Creative Thinking Ability |
| 7 | Reading/ELA Mathematics Science Social Studies | Regular Classroom Pre-Algebra Regular Classroom Regular Classroom | Superior Cognitive Ability, Reading/Writing, Math, Science, Social Studies, and/or Creative Thinking Ability |
| 8 | Mathematics Science | Algebra I Regular Classroom | Superior Cognitive Ability, Math, Science, and/or Creative Thinking Ability |
| 8 | Reading and/or Social Studies | Regular Classroom and/or Spanish I | Superior Cognitive Ability, Reading, Social Studies, and/or Creative Thinking Ability |
| 9 | Mathematics | Geometry Applications and/or Algebra II Applications | Superior Cognitive Ability, Math, and/or Creative Thinking Ability |
| 10 | Mathematics | Algebra II Applications, Pre-Calculus, and/or Trigonometry | Superior Cognitive Ability, Math, and/or Creative Thinking Ability |
| 11 | Mathematics | Pre-Calculus, Trigonometry, Statistics, and/or AP Calculus | Superior Cognitive Ability, Math, and/or Creative Thinking Ability |
| 12 | Mathematics | Trigonometry, Statistics, and/or AP Calculus | Superior Cognitive Ability, Math, and/or Creative Thinking Ability |
| 9-12 | Reading/Writing | Honors Language Arts | Superior Cognitive Ability, Reading/Writing, and/or Creative Thinking Ability |
| 11-12 | Reading/Writing | AP English | Superior Cognitive Ability, Reading/Writing, and/or Creative Thinking Ability |
| <i>Continued on page 12...</i> | | | <i>Gifted Services Continued...</i> |

| Grade Level(s) | Subject Area | Teacher or Course | Area(s) Served |
|----------------|-------------------------------|---|---|
| 9 | Science | Biology and/or Biology II | Superior Cognitive Ability, Science, and/or Creative Thinking Ability |
| 10 | Science | Biology II and/or Chemistry | Superior Cognitive Ability, Science, and/or Creative Thinking Ability |
| 11, 12 | Science | Human Anatomy & Physiology and/or Physics | Superior Cognitive Ability, Science and/or Creative Thinking Ability |
| 11, 12 | Math and/or Social Studies | Economics | Superior Cognitive Ability, Math, Social Studies, and/or Creative Thinking Ability |
| 9-12 | Social Studies | Psychology, Sociology, American Government, American History, World History, World Geography, and/or World Cultures | Superior Cognitive Ability, Social Studies, and/or Creative Thinking Ability |
| 9-12 | Reading and/or Social Studies | Spanish II Spanish III Spanish IV | Superior Cognitive Ability, Reading, Social Studies, and/or Creative Thinking Ability |
| 12 | Visual Art | Senior Honors Art Senior Honors Studio Art | Visual Art |
| 9-12 | Music | Honors Music | Music Instrumental and/or Vocal |
| 9-12 | All Subjects [varies] | College Credit Plus [courses vary] | Superior Cognitive Ability, Math, Reading/Writing, Science, Social Studies, Creative Thinking Ability, and/or Visual & Performing Arts (Dance, Drama, Music, Visual Arts) VARIES |

WRITTEN EDUCATION PLANS

All students receiving gifted services have a Written Education Plan (WEP) that meets the Ohio Department of Education requirements. WEPs are developed in collaboration with an educator who has a license or endorsement in gifted education. Each WEP provides a description of the services to be provided for individual students including goals in each service specified, including, but not limited to, academic and affective goals, methods for evaluating progress toward achieving the specified goals, and methods and schedule for reporting progress to students. Each WEP specifies staff members responsible for ensuring that specified services are delivered. These staff members have gifted licensure/endorsement or have completed 30 hours of gifted professional development. The Written Education Plans (WEP) specifies policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general education classroom and include a date by which the WEP will be reviewed for possible revision. A WEP will be provided to parents of all served students. Parental signature attesting to having received a copy of the WEP is desired.

Professional Development Requirements in Gifted Education

Educators designated to provide gifted education services require specialized training in gifted education, as well as ongoing support to meet the academic and affective needs of gifted students. General education teachers who are designated as gifted service providers and do not hold licenses or endorsements in gifted education will receive professional development in gifted education. This professional development, from qualified providers, covers a specific number of clock hours in the eight competencies: Differentiated Instruction, Differentiated Strategies, Differentiated Curriculum, Assessments, Social/Emotional, Data, Underrepresented Populations, and Written Education Plans.

Mission Statement:

Building Tradition, Committed to Excellence, Cultivating the Future.

Vision Statement:

Creating innovative pathways that empower students to positively impact the world.

Evergreen Local Schools

<http://www.evergreen.k12.oh.us>

Superintendent

Eric Smola

419-644-3521

Asst. Superintendent/Curriculum Coordinator

Delores Swineford

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Evergreen High School Gr. 9-12

Daniel Curtis, Principal

419-644-2951

Evergreen Middle School Gr. 6-8

Brady Ruffer, Principal

419-644-2331

Evergreen Elementary PS-Gr. 5

Jane Draheim, Principal

Kristy Schmidlin, Assistant Principal

419-644-9221

Gifted Education Coordinator

LeAnn Moser

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Board of Education Policies for Evergreen Local Schools may be found at the following link:

<http://www.neola.com/evergreen-oh/>

Gifted Education and Identification Policy: 2464

Early Entrance and other Acceleration Policies: 5112, 5120, 5409, 5410, and 5464

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