

Identification for Gifted Service

The gifted program for Kirtland Local Schools begins in third grade and continues through grade twelve. Identified students are provided services through Cluster Grouping, Honor Classes, Advanced Placement and /or C++. Instruction is guided by Written Education Plans and service time is in compliance with state guidelines. As students progress to the middle and high schools, they are serviced through honors courses.

The identification process begins in second grade, when students are screened using the IOWA, test of cognitive abilities, CogAT, and the MAP assessments in the areas of math and reading. While some students may qualify automatically, others may be referred for additional assessments. Parent, teacher, and student referrals are also accepted, and referral forms are available by contacting the School's Guidance Counselor. The assessments will take place within 30 days of the district's two referral dates.

The district meets the ODE requirements for evaluation of students who are culturally diverse, economically disadvantaged, students with physical and sensory disabilities, and students who have limited English proficiency. Students are identified using only nationally-normed tests on the ODE approved list. The district will accept outside testing for gifted if the tests are also on the state-approved list. The district has in place an acceleration process which follows the State Model procedures.

WITHDRAWAL: If at anytime a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. Parents will be notified if children make a request to withdraw from the program or a class.

Non-Discrimination: The Kirtland School District does not discriminate based upon sex, race, color, national origin, religion, age, disability, sexual orientation, gender identity/ expression, ancestry, familial status or military status with regard to admission, access, treatment or employment. This policy is applicable in all district programs and activities.

APPEAL PROCEDURE: An appeal by the parent is the reconsideration of the results 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.

Service: The District ensures equal opportunity for all district students identified as gifted to receive services offered by the district. Entrance criteria requires scores of 95% or higher in math and reading achievement and an ability score of 127 or higher on a group ability instrument.

Gifted Identification Notice: Kirtland Schools' gifted identification plan identifies students in the areas of superior cognitive ability and specific academic ability.

Specific criteria for identification are used for each area. Teachers or parents may refer children for identification by completing and submitting a referral form, which is available by contacting the gifted supervisor.

Parents are notified of testing results within 30 days after all testing is completed and scores are returned to the District.

Gifted Service Notice: Kirtland has created a multi-faceted program to meet the needs of the diverse population within the school district. Kirtland offers equal access to services for identified students.

WEPS: Student learning is guided by Written Education Plans (WEPS), which are shared with parents via mail or parent conferences. The district has procedures by which the parents can withdraw their students from service.

For more information about this process, please contact your child's Guidance Counselor.



Kirtland Local Schools'

Gifted and Talented Services



Kirtland Board of Education

9252 Chillicothe Road
Kirtland, Ohio 44094
(440)256-3311, ext. 1008

Kirtland Elementary School

9140 Chillicothe Road
(440)256-3311, ext. 2003

Kirtland Middle School

9152 Chillicothe Road
(440)256-3311, ext. 3002

Kirtland High School

9150 Chillicothe Road
(440)256-3311, ext. 4005

Kirtland Local Schools District Policy and Plan for the Identification and Service of Children Who Are Gifted

Superior Cognitive Ability:

Cognitive Abilities Test:

- ◆ Identification: 127, Screening: 125

InView-A Measure of Cognitive Abilities:

- ◆ Identification: 128, Screening: 126

Kaufman Assessment Battery for Children:

- ◆ Identification: 127, Screening: 125

Weschler Individual Achievement Test:

- ◆ Identification: 95, Screening: 93

Weschler Intelligence Scale for Children:

- ◆ Identification: 127, Screening: 125

Weschler Preschool & Primary Scale of Intelligence:

- ◆ Identification: 127, Screening: 125

Specific Academic Ability:

IOWA Tests of Basic Skills:

- ◆ Identification: 95%ile, Screening: 93%ile

Kaufman Test of Educational Achievement:

- ◆ Identification: 95, Screening: 93

Measures of Academic Progress:

- ◆ Identification: 95%ile, Screening: 93%ile

Terra Nova:

- ◆ Identification: 95%ile, Screening: 93%ile

Weschler Individual Achievement:

- ◆ Identification: 95%ile, Screening: 93%ile

Creative Thinking Ability:

Cognitive Abilities Test:

Identification: 112, Screening: 111

Gifted and Talented Evaluation Scales:

Identification: 83 and above, Screening: 65-82

InView-A Measure of Cognitive Abilities:

Identification: 112, Screening: 111



Kirtland Schools' Gifted Services:

Grades 3 and 4

Service is provided through Cluster Grouping, with a focus on several academic areas.

- ◆ Service Criteria: Cognitive score of 130 and 95% or higher in two specific academic areas, one of which must be in reading or math.

Grades 5 Math and

English Language Arts (ELA)

Cluster Grouping and Gifted Classrooms.

Cluster Grouping: Students in grades 3-5 identified as gifted in the same classroom as other identified students in the same grade level. Teachers differentiate instruction based on student needs.

- ◆ Service criteria: Cognitive score of 130 and 95% or higher in two specific academic areas, one of which must be in reading or math.
- ◆ Academic instruction that increases the breadth, depth, and pace of learning
- ◆ Academic acceleration
- ◆ Targeted learning goals
- ◆ Higher levels of thinking
- ◆ Differentiated Instruction

Grades 6-12

Math, English, Science & Social Studies

Honor's Classes: Select Middle and High School students have gifted English, Math and Science classes in grades 6-12 and Social Studies in grades 10-12. Students identified as gifted in that subject area or in Creative Thinking on their most recent National Achievement Test in that subject may participate.

- ◆ Academic instruction that increases the breadth, depth, and pace of learning
- ◆ Honor's Classes
- ◆ Academic acceleration
- ◆ Targeted learning goals
- ◆ Higher levels of thinking
- ◆ Differentiated Instruction

Academic Acceleration

- ◆ Students who are significantly advanced in one or more subject areas may be referred for acceleration to the next level in a particular subject area or the next grade level. Referrals must be made at least 60 days prior to the start of the semester. Student placement will be determined in accordance with the district's acceleration policy.

Credit Flexibility

- ◆ High school students may earn credit for high school coursework through alternative methods, such as independent study, outside courses, online learning programs, or testing out of the course. Students must file a plan with the district in accordance with district guidelines. Please visit your guidance counselor or the district's credit flexibility webpage for more details.

Underachievement Intervention

- ◆ The Gifted & Talented staff provide support resources to building leaders and counselors to help assist students who are gifted but struggling in school. This occurs on a case by case basis.

