

ATTENDANCE POLICY

- 1) In the event that a child of compulsory school age is absent with or without legitimate excuse from the public school that the child is supposed to attend for 38 or more hours in one school month, or 65 or more hours in one school year, the attendance officer of that school shall notify the child's parent, guardian, or custodian of child's absences, in writing, within 7 days after the date after the absence that triggered the notice requirement.
 - At the time notice is given, the school also may take any appropriate action as an intervention strategy contained in the policy developed by the board.

- 2) **If a student reaches the threshold for Habitual Truant (unexcused absences of ≥ 30 consecutive hours, ≥ 42 hours in one school month, or ≥ 72 hours in one school year), the student shall be referred to the Lorain County Juvenile Court's Alternative to Adjudication Attendance Program.**
 - The superintendent/principal will assign the student to an Absence Intervention Team within 7 school days of the triggering unexcused absence.
 - The Intervention Team will include the following team members, a representative from the student's school district, a representative from the student's district who knows the child, the child's parent (or parent's designee) or the student's guardian, custodian, guardian ad litem, or temporary custodian, and the Lorain County Attendance Officer. The team may also include the school psychologist, counselor, social worker, or a representative of a public or nonprofit agency designed to assist students and families in reducing absences.

- 3) Superintendent, principal, or chief administrator must make at least 3 meaningful, good faith attempts to secure participation of parent/guardian/custodian within 7 school days of triggering absence.

- 4) Absence Intervention Plan must be developed within 14 days of team assignment. Absence Intervention plan must include the following language: "the attendance officer must file a complaint in the Lorain County Domestic Relations Court, Juvenile Division not later than 61 days after the date the plan was implemented if the child has refused to participate in, or failed to make satisfactory progress on, the intervention plan or an alternative to adjudication".
 - Reasonable, written notice of the plan to parent/guardian/custodian within 7 days of plan.

- 5) If during implementation phase, unexcused absences of ≥ 30 consecutive hours or ≥ 42 hours in one school month, then Attendance Officer is required to file Complaint against student unless team determines student has made substantial progress. R.C. 3321.16(B)(1)(c)(2); 3321.19(D).

- 6) If school made meaningful attempts to reengage the student through absence intervention plan and any offered alternatives to adjudication, and student refuses to participate or fails to make satisfactory progress on the plan as determined by the absence intervention team, School Attendance Officer shall file a sworn Complaint in the Juvenile Court not later than the 61st day of the intervention plan. (If 61st day of plan falls in summer, team may extend the implementation & delay filing Complaint for an additional 30 days from 1st day of next school year.)

File: IGBB

PROGRAMS FOR STUDENTS WHO ARE GIFTED

In accordance with the belief that all students are entitled to education commensurate with their particular needs, students in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these students require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Students who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for students 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 State law.

1. The District identifies students of the District, in grades kindergarten through 12, as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:
 - 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 and/or
 - 4) social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education (ODE) for screening, assessment and identification of students who are gifted.
3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who are Gifted

The Board adopts and submits to ODE a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODE for approval. A copy of this policy is provided at time of submission. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODE-approved list to be used for the screening and identification of students who are gifted;
3. procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six;
4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;
5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including minority and disadvantaged students, students with disabilities and English learner students;
6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students, who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;
9. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and
10. an explanation that the District accepts scores on assessment instruments approved for use by ODE that are provided by other school districts and trained personnel outside the District.

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. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services

The District adopts and submits to ODE a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all students identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of students transferring into the District.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with State law.
5. The District informs parents of the contents of this policy as required by State law.

The services likely to be provided to a student based on the nature of their identification are:

- (1) A differentiated curriculum; (2) Cluster grouping;
- (3) Accelerated course work; (4) The college credit plus program
- (5) Honors classes; (6) Self-contained classrooms;
- (7) Independent study; (8) Other options identified in rules adopted by the department of education

The gifted services currently available within the District and the criteria for receiving these services are: The services currently available include self-contained classroom instruction with a GIS with curriculum that is accelerated and the content goes beyond the grade level standards, cluster grouping for instruction from a GIS or regular education teacher using a curriculum that is differentiated to meet the higher ability levels through enrichment and compacting as described in the WEP, honor classes, independent study, and the college credit plus program.

Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

The WEP is provided to parents of gifted students and educators responsible for providing gifted education services and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered;
5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and
6. a date by which the WEP will be reviewed for possible revision.

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

The District will develop and disseminate a “no services” letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODE.

The District submits, as required, a gifted education data audit to ODE.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the OAC rules regarding gifted education.

[Adoption date:]

LEGAL REFS.: ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IKEB, Acceleration
JB, Equal Educational Opportunities

NOTE: New rules for identifying and serving students who are gifted become effective July 1, 2017, as outlined in Ohio Administrative Code 3301-51-15. The rules require each board to adopt a policy on gifted identification and submit this policy to the Ohio Department of Education with the gifted identification plan. The rules now require the policy to include a detailed list of the services likely to be provided to a student, based on the nature of a student's identification, and of all gifted services that are currently available within the school district including the criteria for receiving those services. This policy must be updated to include your detailed, district specific lists prior to adoption. For assistance developing the lists, districts should refer to Ohio Revised Code 3324.07 and OAC 3301-51-15. The policy will need to be reviewed on a regular basis to ensure it is reflective of current offerings and criteria.

THIS IS A REQUIRED POLICY