



DISTRICT POLICY & PLAN FOR THE IDENTIFICATION AND SERVICE OF CHILDREN WHO ARE GIFTED

DEFINITION

Gifted in the State of Ohio refers to 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 division (A), (B), (C), or (D) of [section 3324.03 of the Ohio Revised Code](#).

DISTRICT IDENTIFICATION PLAN

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and performing arts. The district must follow policy and procedures established in [Ohio Administrative Code 3301-51-15](#). These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

Superior Cognitive Ability

Assessments the district administers for superior cognitive identification:

Cognitive Abilities Test-CogAT, Form 7, 8 VQN	ID 127/ SCREEN 126 (Grades K,3,7-12) ID 128/ SCREEN 127 (Grades 1,2,4-6)
Cognitive Abilities Test-CogAT Form 7, 8 QN (ELL/serious disabilities)	ID 128/ SCREEN 127 (Gr. 3-4,6) ID 127/ SCREEN 126 (Gr. 5,7-12)
Cognitive Abilities Test-CogAT Form 7, 8 VN (math learning disability)	ID 126/ SCREEN 125 (Gr. K,3) ID 125/ SCREEN 124 (Grade 1) ID 127/ SCREEN 126 (Gr 2, 4-12)
Cognitive Abilities Test-CogAT Form 7, 8 Nonverbal (ELL/serious disabilities)	ID 126/ SCREEN 125 (Gr. 2,4,5) ID 125/ SCREEN 124 (Gr. 3)
Iowa Assessments-Complete Battery Form E, F, G	ID 95%/ SCREEN 93% (Grades 1-12)

Specific Academics

Assessments the district administers for specific academic identification:

Iowa Assessments-Form E, F, G Complete Battery	ID 95%/ SCREEN 94% (Grades K Math & Rdg only; 1-12)
Iowa Assessments-Form E, F, G Core Battery	ID 95%/ SCREEN 94% (Grades 1-12 Math & Rdg only)
MAP Growth 2-5 (Reading and Math only)	ID 95%/ SCREEN 94% (Grades 2-5)
MAP Growth 6+ (Reading and Math only)	ID 95% /SCREEN 94% (Grades 6-10)

Creative Thinking Ability

Assessments the district administers for creative thinking identification. A two-part process which includes a cognitive abilities assessment and a creativity checklist:

Part 1---COGNITIVE ABILITIES ASSESSMENTS

Cognitive Abilities Test-CogAT, Form 7, 8 VQN	ID 111/ SCREEN 110 (Grades K,1) ID 112/ SCREEN 111 (Grades 2-12)
Cognitive Abilities Test-CogAT Form 7, 8 QN (ELL/serious disabilities)	ID 112/ SCREEN 111 (Gr. 3-12)
Cognitive Abilities Test-CogAT Form 7, 8 VN (math learning disability)	ID 110/ SCREEN 109 (Grade K) ID 111/ SCREEN 110 (Grades 1-12)
Cognitive Abilities Test-CogAT Form 7, 8 Nonverbal (ELL/serious disabilities)	ID 111/ SCREEN 110 (Gr. 2) ID 110/ SCREEN 109 (Gr. 3-5)

Part 2---CHECKLIST

Scales for Rating the Behavior Characteristics of Superior Students--(SRBCSS) Creativity, 3rd Edition	ID 51/SCREEN 48-50 (Grades K-12)
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Visual and Performing Arts

Assessments the district administers for visual and performing arts identification. A two-part process with a performance/exhibition and a checklist of behaviors related to a specific arts area:

Part 1---VPA PERFORMANCE/DEMONSTRATION COMPONENT

*Ohio Department of Education Rubric for Scoring Visual Art/Music/Drama/Dance

Grade Level	Area	Screening	Identification
K-12	Art	16-20	21-24
K-12	Dance	20-25	26-30
K-12	Drama	16-19	20-24
Ages 4-13.11	Music	14-17	18-21

Part 2---CHECKLISTS

+Scales for Rating the Behavior Characteristics of Superior Students 3rd Ed.--SRBCSS (Grades K-12)

	Part	Identification	Screening
Art	V	61+	59-60
Music	VI	39+	37-38
Drama	VII	57+	54-56

+Ohio Checklist for Artistic Behavior Dance ID 32+/ SCREEN 29-31 (Grades 9-12 or Ages 14+)

IDENTIFICATION PROCESS

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

The district ensures ample and appropriate scheduling procedures for assessments/reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
● Whole-grade tests	Cognitive, Creativity Reading, Math	2nd, 5th 2nd-8th
● Individually-administered tests	Cognitive, Creativity, Reading, Math Science, Social Studies	K-12
● Audition, performance	Dance, Drama, Music	K-12
● Display of work	Art	K-12
● Exhibition	Art, Dance, Drama, Music	K-12
● Checklists	Art, Dance, Drama, Music	K-12

REFERRAL

Children may be referred in writing on an ongoing basis, based on the following:

- Child request (self-referral)
- Teacher recommendation
- Parent/guardian request
- Child referral of peer
- Others (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Referral Forms are available at each building office as well as digitally accessible from teachers.

Upon receipt of a referral form, the district will:

- Follow the process as outlined here
 - 1) Gather available data on the referred student
 - 2) Schedule a time to assess the student
 - 3) Assess the student and share results with the teacher
- Notify the parents of results of screening or assessment and identification within 30 days.

Screening

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities, and children for whom English is a second language.

Identification

When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets cut-off scores specified in the Department of Education guidance, the identification decision is made, and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Reassessment

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs.

Out of District Scores

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools, and/or trained personnel outside the school district.

Transfer

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal.

Appeal Procedure

An appeal by the parent is the reconsideration of the result 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(s).

DISTRICT SERVICE PLAN

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria.

District Name	Setting	Grade	**Criteria for Service	Service Provider
Gifted	Regular Classroom (Cluster grouping)	K-6	Identified Cognitive, Creativity, Reading, Math 15 gifted PD hours per year (until a total of 60 w/ongoing PD) for Regular Education teacher	Regular Education Teacher with GIS-Coordinator support
JH Advanced ELA/Math	Regular Classroom (Cluster grouping)	7-8	Identified Reading, Cognitive, or Creativity; Identified Math 15 gifted PD hours per year (until a total of 60 w/ongoing PD) for Regular Education teacher	Regular Education Teacher with GIS-Coordinator support
High School English & Math	Honors, CCP, AP Courses (Cluster grouping)	9-12	Identified Reading, Cognitive, or Creativity; Identified Math 15 gifted PD hours per year (until a total of 60 w/ongoing PD) for Regular Education teacher	Regular Education Teacher with GIS-Coordinator support
Acceleration: Early Entrance, Grade or Subject, Early Graduation	Regular Classroom with Acceleration	K-12	District Screening/possible IAS-early entry Iowa Acceleration Scale (IAS)-grade Iowa Acceleration Scale model-subject Screening-FHS Guidance Dept.-early grad. Written Acceleration Plan 15 gifted PD hours per year (until a total of 60 w/ongoing PD) for Regular Education teacher	Regular Education Teacher with GIS-Coordinator support

****All students served as gifted or those placed in an accelerated learning environment will receive a Written Education Plan (WEP) which includes goals and progress monitoring by the service provider with the support of the district Gifted Services Coordinator.**

Withdrawal from Gifted Programming

If at any time a student wishes to withdraw from gifted services the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

DISTRICT ENRICHMENT PLAN

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places, and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

IDENTIFICATION AND SERVICE PLAN APPROVAL

Each district must send its gifted education policy to the Ohio Department of Education (ODE) as a part of compliance. The department will review the plan. Changes in identification and/or service plan procedures must be reported to the ODE immediately upon revision. The department will review and notify the district of the receipt of revisions.

Questions, please contact your building principal or Dawn Harris, FCS Gifted Services Coordinator, at (937) 743-8602, x1459