



EDGEWOOD CITY SCHOOLS
POLICY AND PLAN FOR THE IDENTIFICATION AND SERVICE
OF CHILDREN WHO ARE GIFTED

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 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, and 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/or performing arts. The district follows 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.

Key for charts below:

ID = minimum score required for gifted identification (as per Ohio Department of Education)

Screen = scores near the minimum score needed for gifted identification; students offered an opportunity to retest during the next testing opportunity

%ile = a measure used in statistics the value below which a given percentage in a group fall (e.g., a score of 95th percentile is higher than 95% of the other scores); gifted is 95 – 99%ile

➤ **Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive identification:

Otis-Lennon School Ability Test (OLSAT), 8 th edition	ID 126, Screen 120
Cognitive Abilities Test (CogAT), Form 7	ID 127 (K – Gr. 1), Screen 120 ID 128 (Gr. 2 – 12), Screen 120
InView – A Measure of Cognitive Abilities	ID 128, Screen 120
Iowa Assessments, Form E, Complete Battery	ID 95%ile, Screen 90%ile

➤ **Specific Academic Ability (Reading, Mathematics, Science, and/or Social Studies)**

Assessments the district administers that provide for specific academic identification:

TerraNova, 3 rd edition	ID 95 %ile, Screen 90%ile
Iowa Assessments, Form E	ID 95 %ile, Screen 90%ile

➤ **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification:

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) (Part II Creativity)	ID 51 and above, Screen 48 - 50
Otis-Lennon School Ability Test (OLSAT), 8 th edition	ID 110, Screen 107
Cognitive Abilities Test (CogAT), Form 7	ID K - Gr. 1 = 111, Screen 108 ID Gr. 2 - 12 = 112, Screen 109
InView – A Measure of Cognitive Abilities	ID 112, Screen 109

➤ **Visual and Performing Arts**

Assessments the district administers that provide for visual and performing arts identification:

Visual:	
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) (Part V)	ID 61 and above, Screen 59 - 60
Ohio Department of Education Rubric (display of work)	ID 21 – 24, Screen 16 – 20
Drama:	
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) (Part VII)	ID 57 and above, Screen 54 - 56
Ohio Department of Education Rubric (audition /performance)	ID 20 – 24, Screen 16 - 19
Music:	
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) (Part VI)	ID 39 and above, Screen 37 - 38
Ohio Department of Education Rubric (performance)	ID 18 – 21, Screen 14 - 17
Dance:	
Gifted and Talented Evaluation Scales (GATES) (Section V)	ID 78 and above, Screen 57 - 77
Ohio Department of Education Rubric (performance)	ID 26 – 30, Screen 20 – 25

IDENTIFICATION PROCESS

The district provides at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, principal/assistant principal, parents/guardians, gifted consultant/coordinator, school psychologist, or guidance counselor.

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

Type of Assessment	Content Area(s)	Grade Level(s)
• Whole-grade tests (2015-16 school year)	Ability Testing: Cognitive Abilities Test (CogAT) Achievement Testing: TerraNova (Reading, Math, Science, and Social Studies)	Grades 3 and 6 Grades 2 and 5
• Small group or Individually-administered tests	Cognitive Abilities Test (CogAT) Otis-Lennon School Ability Test (OLSAT) InView – A Measure of Cognitive Abilities Iowa Assessments TerraNova	Grades K – 12 Grades K – 12 Grades 2 – 12 Grades K – 12 Grades K - 12
• Audition, performance	Drama Music Dance	Grades K – 12 Grades K – 12 Grades K – 12
• Display of work/Exhibition	Visual Arts	Grades K - 12
• Checklists	Creative Thinking Visual Arts Drama Music Dance	Grades 3 - 12 Grades 3 – 12 Grades 3 – 12 Grades 3 – 12 Grades K - 12

Referral

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

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

Upon receipt of a referral, the district will:

- Follow the process as outlined in this document, and
- Notify 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 department of education guidance, the identification decision is made and 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/guardian. The parent/guardian shall contact the building principal.

Appeal Procedure

An appeal by the parent/guardian 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.

2015-16:

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Cluster Grouping	Regular Classroom <i>Cluster Group</i>	2 - 5	Reading: Gifted Identification in superior cognitive and/or reading Math: Gifted Identification in superior cognitive and/or math	General Education Teachers General Education Teachers
Acceleration	Regular Classroom with Acceleration <i>(early entrance, whole-grade acceleration, subject acceleration, early graduation from high school)</i>	K - 12	Formal acceleration process	General Education Teachers
Advanced Placement Courses	Regular Classroom <i>AP</i>	10 - 12	Gifted Identification	AP General Education Teachers
Advanced Classes (grades 6 – 8) Honors Classes (grades 9 – 12)	Regular Classroom <i>Honors</i>	6 - 12	Gifted Identification	Grades 9 – 12: General Education Teachers Grades 6 – 8: General Education Teachers or Gifted Intervention Specialists

Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan (WEP) in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

Withdrawal

If, at any time, a student wishes to withdraw from gifted programs or services, the request should be written by the parent/guardian or child to the building administrator. If a child requests to withdraw, the parent/guardian 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

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

If you have questions, please call your building principal or
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