

OLENTANGY LOCAL SCHOOL DISTRICT
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, 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/or 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 that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

InView <ul style="list-style-type: none">• Grades K-12 Screen=126, 127; ID=128 Cognitive Abilities Test (Form 7): <ul style="list-style-type: none">• Grades K, 3, 7-12 Screen=125, 126; ID=127• Grades 1, 2, 4-6 Screen=126, 127; ID=128 Ravens2 <ul style="list-style-type: none">• Ages 4-16 Screen= 122, 123; ID=124 Wechsler Intelligence Scale for Children – IV: <ul style="list-style-type: none">• Grades K-12 Screen= 125, 126; ID=127

➤ **Specific Academic Ability**

Assessments the district administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):

Terra Nova, The Third Ed. CAT: Screen =93 rd %ile – 94 th %ile ID =95 th %ile Iowa Tests of Basic Skills: Screen=93 rd %ile – 94 th %ile; ID =95 th %ile Stanford Achievement Test: Screen= 93 rd %ile – 94 th %ile; ID =95 th %ile Woodcock Johnson Tests of Achievement-III: Screen= 93 rd %ile – 94 th %ile; ID= 95 th %ile

➤ **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

Cognitive Abilities Test Gr K-1, Screen= 110, ID= 111; Gr 2-12, Screen= 111, ID=112
OR
 InView Grades K-12 Screen = 110, 111; ID = 112
AND
 Scales for Rating the Behavioral Characteristics of Superior Students (3rd Ed.)– Creative Behaviors Component, Screen=48-50, ID=51
OR
 Gifted Rating Scales- Creative Behaviors Component, Screen= T Score 60-65; ID= T Score 66

➤ **Visual and Performing Arts**

Assessments the district administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):

Scales for Rating the Behavioral Characteristics of Superior Students (3rd Ed.)– Artistic Characteristics: Screen=59-60, ID=61; Musical Characteristics: Screen= 37-38, ID=39; Dramatic Characteristics: Screen= 54-56, ID= 57

 Gifted Rating Scales- (Dance only) Artistic Behaviors Component, Screen= T Score 60-65; ID= T Score 66
AND
 Display of Work or Audition.

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

Type of Assessment	Content Area(s)	Grade Level
Whole Grade Tests	Superior Cognitive Ability and All Subject Areas (Reading, Math, Science and Social Studies) and Creative Thinking (grades 2 and 3 only)	2, 3, 6
Individually Administered Tests	Superior Cognitive Ability and All Subject Areas (Reading,	K-12

	Math, Science and Social Studies) and Creative Thinking	
Audition, performance	Perform Music, Dance, Drama	K-12 Upon Referral
Checklists	Creative Thinking and Visual and	K-12 Upon Referral

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; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure; 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 who are English Learners.

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. 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).

Equity

The district:

- Has policies in place that promote referrals of students from underrepresented populations. Implements interventions and accommodations for students where appropriate.
- Considers test biases and subtest design when selecting assessments for gifted identification in order to allow students to best demonstrate their abilities. Uses allowable alternate scores for gifted identification where appropriate (such as Wechsler Intelligence Scale for Children’s (WISC) General Ability Index score (GAI), Cognitive Abilities Test (CogAT) composites for Verbal and Nonverbal (VN) subtests or Quantitative and Nonverbal (QN) subtests, etc.)
- Uses individually administered assessments for twice exceptional students or other students where those scores are more representative of their abilities.

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. **(Include all formal services provided by the district.)**

Service Setting	Grade Level	Criteria	Service Provider
Regular Classroom with <i>Cluster Grouping</i>	3-8	Gifted ID in reading/math and Superior Cognitive Ability ID	Regular Classroom Teacher
Regular Classroom with Acceleration (whole grade, single Subject, early entrance, or early graduation)	K-12	Gifted ID in subject area and Superior Cognitive Ability ID	Regular Classroom Teacher
Regular Classroom Advanced	9-12	Gifted ID in subject area and Superior	Regular Classroom Teacher

Placement Course		Cognitive Ability ID	
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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 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 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

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 Erica Boone, Supervisor, Gifted (740) 657-4062
