

REVERE LOCAL 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

Revere Local Schools 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. Revere 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.

Superior Cognitive Ability

Assessments that Revere Local Schools administer that provide for superior cognitive identification:

- Cognitive Abilities test (CogAT), Form 7 VQN – Reassess/Screening 125; ID 127 K-1 and Reassess/Screening 126; ID 128 2-12
- Wechsler Intelligence Scale for Children - 5th edition - Reassess/Screening 125; ID 127
- In View – A Measure of Cognitive Abilities - Reassess/Screening 126; ID 128

Specific Academic Ability

Assessments that Revere Local Schools administer that provide for specific academic identification:

- MAP: Reading Grades (2 – 8) Reassess/Screening 93%; ID 95%
- MAP: Math Grades (2 – 8) Reassess/Screening 93%; ID 95%
- Iowa Tests of Basic Skills (ITBS) - Form E Complete Battery - Reassess/Screening 93%; ID 95%
- ACT Assessment Program (AAP), Grades 6-12 - ID 95%
- Wechsler Individual Achievement Test - 3rd edition - Reassess/Screening 93%; ID 95%

Creative Thinking Ability

Assessments that Revere Local Schools administer that provide for creative thinking identification:

- Cognitive Abilities Test (CogAT) - Form 7 VQN - Reassess/Screening 109; ID 111 K-1 and Reassess/Screening 110; ID 112 2-12
- In View – A Measure of Cognitive Abilities - Reassess/Screening 110; ID 112
- Wechsler Intelligence Scale for Children (WISC-V) 5th ed. - Reassess/Screening 110; ID 112
- Gifted and Talented Evaluation Scales (GATES-2) (Section IV) - Reassess/Screening Standard Score 90-110; ID 111+

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- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) - Part II - Screening 48-50; ID 51+

Visual and Performing Arts

Assessments that Revere Local Schools administer that provide for visual and performing arts identification:

- **Art** – ODE Rubric for Art – Screening 16-20; ID 21-24; GATES-2 – Reassess/Screening Standard Score 90-110; ID 111+; SRBCSS – Screening 59-60, ID 61+
- **Music** – ODE Rubric for Music – Screening 14-17, ID 18-21; GATES-2 – Reassess/Screening Standard Score 90-110; ID 111+; SRBCSS – Screening 37-38, ID 39+
- **Drama** - ODE Rubric for Drama – Screening 16-19, ID 20-24; GATES-2 – Reassess/Screening Standard Score 90-110; ID 111+; SRBCSS – Screening 54-56 ID – 57+
- **Dance** – ODE Rubric for Dance – Screening 20-25, ID 26-30; GATES-2 – Reassess/Screening Standard Score 90-110; ID 111+;

IDENTIFICATION PROCESS

Revere Local Schools provides 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.

Revere Local Schools ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
<ul style="list-style-type: none"> • Whole-grade testing 	SC and Cr. Thinking SA: Reading & Math SA: Reading, Math and Science	2 & 5 2-8 11
<ul style="list-style-type: none"> • Individually-administered tests 	SC, CT, SA: R, M, Sci, & SS	K-12 by referral
<ul style="list-style-type: none"> • Checklists 	VPA & Creative Thinking	K-12 by referral
<ul style="list-style-type: none"> • Audition, performance, Display of work, Exhibition 	VPA	K-12 by referral

Referral

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using group tests; individually-administered tests; audition, performance; display of work; exhibition; and checklists. Children may be referred 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

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referral, the district will follow the process as outlined and notify parents of results of screening or assessment and identification. The district shall provide at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

Screening

The district uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity and visual and/or performing arts.

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. School personnel examine all available information about a student to determine if evidence of possible giftedness exists for that student and conduct necessary additional assessment. District-determined cut-off scores are used to move students from the screening stage to the assessment stage. Parents must be notified within thirty days of the results of screening. The Revere Local Schools uses assessments for screening from the ODE approved list.

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. The district takes the following steps to ensure the equity for these traditionally underrepresented populations:

- ✓ Selecting assessments which allow the accommodations in a student's Individualized Education Program or 504 Plan
- ✓ Administering assessments in a student's native language if the language serves as a barrier to identification
- ✓ Securing school psychologists to administer instruments where applicable

Identification

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code. Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, 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. The Revere Local Schools uses assessments for assessment and identification from the ODE approved list, which is available upon request.

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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

Revere Local Schools accept 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

Revere Local Schools ensure 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.

Resolution of Disagreements

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 to discuss the concern. 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

Revere Local Schools ensure equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria.

Gifted Service Description	Gr.	Service Setting	Criteria for Service
Several gifted students are clustered in class classrooms to receive services provided by the regular classroom teacher, who receives professional development.	2 - 5	Program Code (205062): Regular Classroom with Cluster Grouping	Superior Cognitive Ability, Specific Academic Ability in Reading or Math, or Creative Thinking Ability

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Gifted Service Description	Gr.	Service Setting	Criteria for Services
4 th and 5 th grade Advanced Math curriculum	4 – 5	Self-contained classroom with a gifted intervention specialist as the teacher of record	Comprehensive Above-Grade-Level Math Placement Evaluation
Specific subject area classes which are differentiated from a regular (same) subject area class in terms of scope, depth, and complexity	6 - 8	Program Code (205075): Honors Courses	Superior Cognitive Ability, Creative Thinking Ability, Specific Academic Ability in Reading, Science, Social Studies
Specific subject area classes which are differentiated from a regular (same) subject area class in terms of scope, depth, and complexity.	6 - 8	Program Code (205075): Advanced and Accelerated Math Classes	Comprehensive Above-Grade-Level Math Placement Evaluation
Specific subject area classes which are differentiated from a regular (same) subject area class in terms of scope, depth, and complexity.	9 - 12	Program Code (205075): Honors Course(s)	Superior Cognitive Ability, Creative Thinking Ability, Specific Academic Ability in Reading, Science, Social Studies or Visual and Performing Arts
College-level courses with corresponding examinations in multiple subject areas (e.g. mathematics, art, history). Credit for college may be obtained if a student takes an AP examination sponsored by the College Entrance Examination Board.	9 - 12	Program Code (205065): Advanced Placement (AP) Course(s)	Superior Cognitive Ability, Creative Thinking Ability, Specific Academic Ability in Reading, Science, Social Studies or Visual Performing Arts

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*. Written Education Plans are sent home in the fall with parent signature required. A no-service letter is sent home for those students who have been identified as gifted and are not receiving any formal gifted services. WEPs are reviewed and updated annually.

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 and gifted coordinator. If children request to withdraw, parents will be notified.

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If you have questions, please contact your building principal or:
Michele Wargo, Gifted Coordinator
at mwargo@revereschools.org