

WASHINGTON COURT HOUSE 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, 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 – A Measure of Cognitive Abilities	ID= 128 SCREEN =127 (grades 2- 12)
Wechsler Intelligence Scale for Children, 5th Edition (WISC V)	ID=127 SCREEN =126 (grades K-12)
Cognitive Abilities Test (CogAT) Form 7	<i>VQN</i> Composite Screen = 125 (K-2); 127 (3-12) ID= 127 (K, 7-12); 128 (grades 1, 2, 4-6); 127 (grade 3) <i>Nonverbal</i> 126 (grade 2); 125 (grade 3); 126 (grade 4-5)

➤ **Specific Academic Ability**

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

MEASURE OF ACADEMIC PROGRESS (MAP)	
MAP Growth (2-5) Math and Reading	
Screen = 94 th percentile	ID = 95 th percentile
MAP Growth (6+) Math and Reading	
Screen = 94 th percentile	ID = 95 th percentile
PRELIMINARY SAT 10 (PSAT 10): Specific Academic Ability	
IOWA Assessments Core Battery Forms E & F (Grades 1 – 12)	
Screen = 94 th percentile	ID = 95 th percentile
IOWA TEST OF BASIC SKILLS FORM E & F, COMPLETE BATTERY (Grades 1 – 12)	
Screen = 94 th percentile	ID = 95 th percentile

➤ **Creative Thinking Ability**

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

In View – A Measure of Cognitive Abilities	Screen = 112
Wechsler Intelligence Scale for Children, 5th Edition (WISC V)	Screen = 111
Cognitive Abilities Test (Form 7 & 8)	Screen = 111 (grades K, 1); 112 (grades 2-12)
Gifted Rating Scales (GRS) Creativity Scales	
Creative Thinking Section IV	Screen = 60-65 ID = 66 (grades K – 8)
Torrance Tests of Creative Ability – Figural Forms A and B	
	Screen = 112 CogAT (2-12)
	ID = 95 th percentile

➤ **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):

Visual:	
Ohio Dept. of Education Rubric	Screen = 16 -20 ID = 21 (grades K -12)
GATES 2 Gifted and Talented Scales, 2nd Ed. (Artistic)	Screen = 90-110 ID = 111 (grades 9 – 12)
GRS Artistic Scales	Screen = 60 - 65 ID = 66 (grades K – 8)
Performing Arts:	
Ohio Dept. of Education Rubric	Drama: Screen = 16 – 19 ID = 20 (grades K-12)
	Music: Screen = 14 – 17 ID =18 (grades K – 12)
	Dance: Screen = 20 - 25 ID = 26 (grades K – 12)
GATES	Screen = 57 – 77 ID = 78 and above
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	

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(s)
• Whole-grade tests	Superior Cognitive, Creative Domain, Specific Academic (reading and math)	2 nd and 5 th grade K - 11
• Individually-administered tests	Superior Cognitive, Creative Thinking, Reading, Math, Science, Social Studies	K – 12 Referrals
• Audition, performance	Visual & Performing Arts	K – 12 Referrals
• Display of work	Visual Arts	K – 12 Referrals
• Exhibition	Visual & Performing Arts	K – 12 Referrals
• Checklists	Visual & Performing Arts	K – 12 Referrals

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

District Service	Service Setting	Grade Level	Criteria for Service	Service Provider
	Guidance Services	K – 12	Request	Counselors
	Regular Classroom Cluster Group Resource Room	1 – 8 3 - 5	Identification: Superior Cognitive, Reading, Math GIS Instruction	Classroom Teacher- GIS Resources & PD
	Regular Classroom with Acceleration (Whole and Subject)	K – 12	Iowa Acceleration Scale; 3 rd Edition Board Policy	Classroom Teacher- Resources & PD
	Regular Classroom AP	10 -12	Recommendation from teacher	High School Staff
	Regular Classroom CCP	7 -12	Requirement per college	Credentialed HS Staff College of choice professor
	Regular Classroom Honors	9 -12	Identification in specific academic area; Placement rubric score	High School Staff
	Educational Options with GIS	1 - 12	Gifted Identification Superior Cognitive, Specific Academic, Visual Arts	GIS
	Resource Room/Pull Out	3-5	Identification in Superior Cognitive, Reading and/or Math Identification	GIS
	GIS Support Cluster Group	2	Identification in Cognitive and/or academic achievement	GIS/Gen Classroom Teacher
	Self-contained Classroom	6-8	Identification in Superior Cognitive, Reading and/or Math Identification	GIS

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 your building principal or
Nancy McDermott
Coordinator of Gifted Services
at **740.335.6620, extension 5038**

