

**PARMA 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):

Cognitive Abilities Test (CogAT), Form 7 VQN Composite	ID Gr. K, 3, 7-12 = 127, ID Gr. 1, 2, 4-6 = 128, Screen = 126
Iowa Assessments, Form E, Complete Battery (Gr. 1-12)	ID 95 th percentile, Screen 94 th percentile
Naglieri Nonverbal Ability Test, Form Levels A-B (K-1)	ID Gr. K-1 = 126, Screen = 125

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)	ID 95 th percentile, Screen 94 th percentile
Stanford Achievement Test 10 th Ed Complete	ID 95 th percentile, Screen 94 th percentile
Iowa Assessments, Form E, Complete Battery	ID 95 th percentile, Screen 94 th percentile

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 (CogAT), Form 7 VQN Composite (intelligence test component)	ID Gr. K-1 = 111, Screen 110, Gr. 2 – 12 = 112 Screen = 111
<u>Creative Thinking Checklist Component</u>	
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part II Creativity)	ID = 51, Screen = 48 - 50

VISUAL AND PERFORMING ARTS ABILITY

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):

<u>Performance Component</u> -Ohio Department of Education Rubric	
Dance Performance Scale	ID = 26 – 30, Screen = 20 – 25
Drama Performance Scale	ID = 20 – 24, Screen = 16 – 19
Music Performance Scale	ID = 18 – 21, Screen = 14 – 17
Visual Arts Performance Scale	ID = 21 – 24, Screen = 16 – 20
<u>Checklist Component</u>	
Scales for Rating the Behavioral Characteristics of Superior Students. (SRBCSS)	Art ID = 61, Screen = 59-60 Music ID = 39, Screen = 37-38 Drama ID = 57, Screen = 54-56
Ohio Department of Education Dance Rubric	As outlined by ODE

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 Ability	2 & 5
• Whole-grade screening	Creative Thinking Ability	2 & 5
• Whole-grade tests	Specific Academic Achievement	2 - 7
• Individually administered tests	Superior Cognitive Ability; Achievement; Creative Thinking Ability	K-12
• Audition, performance	Dance, Drama and Music	K-12
• Display of work	Visual Art	K-12
• Exhibition	Visual Art, Dance, Drama and Music	K-12
• Checklists	Creativity, Visual Art, Dance, Drama and 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; 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 Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
	Guidance Services			
GATE	Regular Classroom Cluster Group	2 - 7	Math, Reading, Superior Cognitive Ability, or Creative Thinking Ability	Classroom Teacher
GATE Honors Math	Regular Classroom with Acceleration	7	Math, Superior Cognitive Ability, or Creative Thinking Ability	Classroom Teacher
	Regular Classroom AP			
	Regular Classroom CCP			
GATE Honors Math	Regular Classroom Honors	6	Math, Superior Cognitive Ability, or Creative Thinking Ability	Classroom Teacher
	Educational Options			
	Co-teaching Guidance Services			
	Co-teaching Cluster Group			
	Co-teaching Acceleration			
	Co-teaching AP			
	Resource Room/Pull Out			
	Co-teaching Honors			
	Educational Options with GIS			
	Self-Contained Classroom (Whole Grade)			
	Self-Contained Classroom (Single Subject)			
	Other (Use of this option should be rare and is likely to generate a request for additional information.)			

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 made in writing by the parent or child and sent 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
Tiffany Buchanan, Lead Gifted Teacher
at 440-885-2418
buchanant@parmacityschools.org