

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 Ohio Department of Education approved list.

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	ID Gr. K-4, 8-10 = 126, Screen = 125 ID Gr. 5-7 = 125, Screen = 124

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)
• grade tests	Whole-	Superior Cognitive Ability	2 & 5
• grade screening	Whole-	Creative Thinking Ability	2 & 5
• grade tests	Whole-	Specific Academic Achievement	2 - 8
• ally administered tests	Individu	Superior Cognitive Ability; Achievement; Creative Thinking Ability	K-12
• , performance	Audition	Dance, Drama and Music	K-12
• of work	Display	Visual Art	K-12
• on	Exhibiti	Visual Art, Dance, Drama and Music	K-12
• ts	Checklis	Creativity, Visual Art, Dance, Drama and Music	K-12

Referral

Students may be referred in writing on an ongoing basis, based on the following:

- Student request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Student 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 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 the department of education guidance, 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.

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
Cluster Grouping	Regular Classroom with <i>Cluster Grouping</i>	2 - 5	Math, Reading, Superior Cognitive Ability, or Creative Thinking Ability	Classroom Teacher
Gifted Pull-Out	Additional Enrichment	2-5	Math, Reading, Superior Cognitive Ability, or Creative Thinking Ability	Gifted Intervention Specialist
Parma Academy of Gifted Enrichment	Self-Contained Classroom (<i>Whole Grade</i>)	3, 4	Math, Reading, Superior Cognitive Ability, or Creative Thinking Ability	Gifted Intervention Specialist
Accelerated Honors Math	Regular Classroom with <i>Acceleration</i>	7	Math, Superior Cognitive Ability, or Creative Thinking Ability	Classroom Teacher
CCP	College Credit Plus Courses (CCP)	7-12	Math, Superior Cognitive Ability, Reading, or Creative Thinking Ability	CCP Teachers
Honors Math	Regular Classroom <i>Honors</i>	6, 8-12	Math, Superior Cognitive Ability, or Creative Thinking Ability	Classroom Teacher
Honors ELA	Regular Classroom <i>Honors</i>	6-12	Reading, Superior Cognitive Ability, Creative Thinking Ability	Classroom Teacher
Advanced Placement Courses	Advanced Placement Courses	9-12	Math, Reading, Superior Cognitive Ability, or Creative Thinking Ability	AP Teachers

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
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