

**THREE RIVERS LOCAL SCHOOL DISTRICT 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):

CogAT, Form 7

Screening and Identification scores based on grade levels

CogAT, Form 8

Screening and Identification scores based on grade levels

Wechsler Intelligence Scale for Children, fifth edition

☐ Specific Academic Ability

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

Measures of Academic Progress

Identification at or above 95% in total content area

Stanford Achievement Test, tenth edition

Screening score of 93% in total content area or identification at or above 95% in total content area

Iowa Assessments, Complete Battery, Form E Achievement Test, third edition

Screening score of 93% in total content area or identification at or above 95% in total content area

☐ **Creative Thinking Ability**

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

<p>Intelligence test component and Creativity Checklist needed for ID CogAT, Form 7 and 8 (ability) – VN Composite Qualifying score for Creative Thinking Ability (intelligence test component) 111 Wechsler Intelligence Scale for Children, fifth edition Qualifying score (Full Scale) 112; (GAI) 111 Scales for Rating the Behavior Characteristics of Superior Students (must have intelligence score above) Screening 48 – 50 on Part II and identification 51/above on Part II</p>

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):

Display of Work portfolio/performance – Ohio Department of Education rubric

Dance: Screening 20-25 and identification 26 Points

Visual Art: Screening 16-20 and identification 21 Points

Music: Screening 14-17 Points and Identification 18 Points

Drama/Performing Arts: Screening 16-19 and identification 20 Points

Scales for Rating the Behavior Characteristics of Superior Students

Visual Art: Screening 59-60 Part V and identification 61/above Part V

Music: Screening 37-38 on Part VI and ID 39/above on Part VI

Drama/Performing Arts: Screening 54-56 Part VII and ID 57/above Part VII

Gifted and Talented Evaluation Scales

Dance: Screening 57-77 and ID 78 and above (Sect 5, items 41-50)

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)
<ul style="list-style-type: none"> Whole-grade tests 	Superior Cognitive Specific Academic Ability (Math & Reading)	2, 3, 6, 11 2-10
<ul style="list-style-type: none"> Individually-administered tests 	Superior cognitive, specific academic	K-12 (All grade levels, if requested)
<ul style="list-style-type: none"> Audition, performance 	Drama, music	K-12 by referral
<ul style="list-style-type: none"> Display of work 	Visual arts	K-12 by referral
<ul style="list-style-type: none"> Exhibition 	Visual/performing arts	K-12 by referral
<ul style="list-style-type: none"> Checklists 	Creative Thinking Visual/performing arts	2, 3, 6 (K-12 by referral/screening)

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			
Cluster Grouping	Regular Classroom Cluster Group	K-8	Identification in specific academic area or superior cognitive ability	Classroom teacher/GIS
Reading/Math subject acceleration	Regular Classroom with Acceleration	K-7	Acceleration Process; gifted identification required	Content teacher
Algebra I	Regular Classroom w/Acceleration	8	Gifted Identification recommended; Math matrix	Classroom teacher
AP Courses	Regular Classroom AP	9-12	Gifted identification	HS teacher
	Regular Classroom CCP		Gifted identification	HS teacher/Online
ELA/Math	Regular Classroom Honors	7-12	Identification in specific academic	Classroom teacher with GIS

			abilities or recommendation	
	Educational Options			
	Co-teaching Guidance Services			
	Co-teaching Cluster Group			
	Co-teaching Acceleration			
	Co-teaching AP			
Academic Program for Talented (APT)	Resource Room/Pull Out	3-6	Superior Cognitive	Gifted specialist
	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 written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

DISTRICT ENRICHMENT PLAN

Enrichment activities are 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. A GIS will help with the planning and implementation of this program. 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, the district curriculum director,
JoAnn Henderson, District Gifted Coordinator or Dawn Farris, District Gifted Intervention Specialist
at (513)467-3500 ext. 2213