

**BETHEL-TATE 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 and 8 VQN Composite Grade K = 127, Screen 125 Grades 1-2 = 128, Screen 126 Grade 3 = 127, Screen 125 Grades 4-6 = 128, Screen 126 Grades 7-12 = 127, Screen 125

➤ **Specific Academic Ability**

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

STAR Early Literacy Enterprise – Pre-Screen 95 th percentile STAR Enterprise Reading – Pre-Screen 95 th percentile STAR Enterprise Math – Pre-Screen 95 th percentile Iowa Assessments Core Battery – 95 th percentile, Screen 93 rd percentile Stanford Achievement Test – 10 th Edition, Complete - 95 th percentile, Screen 93 rd percentile Terra Nova, 3 rd Edition – 95 th percentile ACT – 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):

<p>Cognitive Abilities Test-Form 7 or 8 VQN Composite - Grade K = 110 Cognitive Abilities Test-Form 7 or 8 VQN Composite - Gr. 1-12 = 111</p> <p>Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) (Creativity Characteristics, Part II – Grades K-12 = 51, Screen 48-50)</p> <p>Gifted Rating Scales (GRS) (Creativity Scales – Grades K-8 = 66, Screen 60-65)</p>

➤ **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):

<p>Ohio Department of Education Rubric Screen 16 – 20, ID 21 – 24 – Visual Ohio Department of Education Rubric Screen 16 – 19, ID 20 - 24 – Drama Ohio Department of Education Rubric Screen 14 – 17, ID 18 – 21 – Music Ohio Department of Education Rubric Screen 20 – 25, ID 26 - 30 – Dance</p> <p>Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) (Artistic Characteristics, Part V – Grades K-12 = 61, Screen 59-60) (Musical Characteristics, Part VI – Grades K-12 = 39, Screen 37-38) (Dramatics Characteristics, Part VII – Grades K-12 = 57, Screen 54-56)</p>
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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 	Reading and Math Reading and Math Cognitive Ability Creative Thinking	K – 5 pre-screening Grades 2, 6, and 10 Grades 2 and 4 Grades 2 and 4

<ul style="list-style-type: none"> • Individually-administered tests 	Cognitive Ability Specific Academic Ability	Upon referral K – 12 Upon referral K – 12
<ul style="list-style-type: none"> • Audition, performance 	Music Drama	Upon referral K - 12
<ul style="list-style-type: none"> • Display of work 	Visual Art	Upon referral K - 12
<ul style="list-style-type: none"> • Checklists 	Creative Thinking, Visual and Performing Arts	Grades 2 and 5 Upon referral K – 12 Upon referral 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 plan; 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 or the gifted coordinator.

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.)

Service Setting	Grade Level	Criteria for Service	Service Provider
Guidance Services			
Regular Classroom <i>Cluster Group</i>	7	Gifted identification in mathematics or superior cognitive ability	Classroom Teacher (with PD requirements met)
Regular Classroom <i>with Acceleration</i>			
Regular Classroom <i>AP</i>			
Regular Classroom <i>PSEO/CCP</i>	9 – 12	Gifted identification in subject area or superior cognitive ability	Classroom Teacher (with PD requirements met)
Regular Classroom <i>Honors</i>	8 – 12	Gifted identification in subject area or superior cognitive ability	Classroom Teacher (with PD requirements met)
Educational Options			
Co-teaching <i>Guidance Services</i>			
Co-teaching <i>Cluster Group</i>			

Co-teaching Acceleration			
Co-teaching AP			
Resource Room/Pull Out	1 – 8	<ul style="list-style-type: none"> - Superior Cognitive Ability - Specific Academic Ability ID in Reading (for service in reading) - Specific Academic ID in Math (for service in math) - One area of identification mentioned above plus Creative Thinking Ability (for service in creative thinking) 	Gifted Intervention Specialist
Co-teaching Honors			
Educational Options with GIS			
Self-Contained Classroom (Whole Grade)			
Self-Contained Classroom (Single Subject)			
Other			

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
Fay Wagner, Bethel-Tate Gifted Coordinator, at 513-734-2271 ext. 7048.