

# CHESAPEAKE UNION EXEMPTED VILLAGE 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 and the district uses publisher’s instructions for identification.

### ➤ **Superior Cognitive Ability**

Assessments the district may administer that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

Cognitive Abilities Test (Cog AT), Form 7	Grades K-12 (can be used ELL and SLD)	127 to Qualify K-1 128 to Qualify 2-12	116 Retest
In View-A Measure of Cognitive Abilities	Grades 2-12	128 to Qualify	116 Retest
Stanford-Binet Intelligence Scales- 5th Edition	Grades K-12 Ages 2-85	127 to Qualify	116 Retest
Wechsler Adult Intelligence Scales-4 <sup>th</sup> Edition (WAIS IV)	Ages 16-90	127 to Qualify	116 Retest
Wechsler Intelligence Scale for Children, 4 <sup>th</sup> Edition (WISC-V)	Ages 6-16	127 to Qualify	116 Retest
Wechsler Preschool & Primary Scale of Intelligence- 4 <sup>th</sup> Edition	Ages 2.5-7	127 to Qualify	116 Retest
Woodcock-Johnson III (WJIV), Tests of Cognitive Abilities	Ages 2-90	127 to Qualify	116 Retest

➤ **Achievement Tests that can be used to identify in Superior Cognitive Ability**

Iowa Assessments, Form E, Complete Battery	Grades K-12	95 <sup>th</sup> Percentile	Retest at 90 <sup>th</sup> Percentile
Stanford Achievement Tests, 10 <sup>th</sup> Edition, Complete Battery	Grades K-12	95 <sup>th</sup> Percentile	Retest at 90 <sup>th</sup> Percentile

➤ **Specific Academic Ability**

**Assessments the district may administer that provide for specific academic identification:**

Iowa Assessments, Form E, Complete Battery	Grades K-12	95 <sup>th</sup> Percentile	Retest at 90 <sup>th</sup> Percentile
Kaufman Test of Educational Achievement, 3 <sup>rd</sup> Ed., (KTEA-III)	Ages 4.5-Grade 12	95 <sup>th</sup> Percentile	Retest at 90 <sup>th</sup> Percentile
Stanford Achievement Test- 10 <sup>th</sup> Edition- Complete	Grades K-12	95 <sup>th</sup> Percentile	Retest at 90 <sup>th</sup> Percentile
TerraNova Third Edition, Complete Battery	Grades K-12	95 <sup>th</sup> Percentile	Retest at 90 <sup>th</sup> Percentile
Wechsler Individual Achievement Test (WIAT) - 3 <sup>rd</sup> Edition	Ages 4-85	95 <sup>th</sup> Percentile	Retest at 90 <sup>th</sup> Percentile
Woodcock-Johnson IV, Tests of Achievement	Ages 2-90	95 <sup>th</sup> Percentile	Retest at 90 <sup>th</sup> Percentile

➤ **Creative Thinking Ability (2 Step Process)**

**Assessments the district administers that provide for creative thinking identification:**

A child shall be identified as exhibiting creative thinking ability superior to children of a similar age if, within the previous 24 months, the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

1. Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
2. Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

**CHECKLIST SCALES WE USE:**

Gifted and Talented Evaluation Scales (GATES) (Creative Thinking Section Questions 21-30)	Ages 5-18	83 to Qualify	65-82 to Screen
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part II Creativity)	Grades K-12	51 to Qualify	48-50 to Screen

**Intelligence Tests:**

Cognitive Abilities Test (Cog AT), Form 7	Grades K-12 (can be used ELL and SLD)	112 for Creative Thinking
In View-A Measure of Cognitive Abilities	Grades 2-12	112 for Creative Thinking
Stanford-Binet Intelligence Scales- 5th Edition	Grades K-12 Ages 2-85	112 for Creative Thinking
Wechsler Adult Intelligence Scales-4 <sup>th</sup> Edition (WAIS IV)	Ages 16-90	112 for Creative Thinking
Wechsler Intelligence Scale for Children, 4 <sup>th</sup> Edition (WISC-V)	Ages 6-16	112 for Creative Thinking
Wechsler Preschool & Primary Scale of Intelligence- 4 <sup>th</sup> Edition	Ages 2.5-7	112 for Creative Thinking
Woodcock-Johnson III (WJIV), Tests of Cognitive Abilities	Ages 2-90	112 for Creative Thinking

➤ **Visual and Performing Arts**

A student shall be identified as exhibiting “visual or performing arts ability” superior to that of students of similar age if the student has done both of the following:

1. Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; AND
2. Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.
- 3.

**Assessments the district administers that provide for visual and performing arts identification:**

<b>Ohio Department of Education Rubric</b>		
Visual	16-20 Screen Score for Retest	21-24 for Identification
Drama	16-19 Screen Score for Retest	20-24 for Identification
Music	14-17 Screen Score for Retest	18-21 for Identification
Dance	20-25 Screen Score for Retest	26-30 for Identification
AND		
<b>GATES 2</b>		
Visual	57-77 Screen Score for Retest	78 for Identification
Drama	57-77 Screen Score for Retest	78 for Identification
Music	57-77 Screen Score for Retest	78 for Identification
Dance	57-77 Screen Score for Retest	78 for Identification
OR		
<b>Scales of Rating the Behavior Characteristics of Superior Students (SRBCSS) Part VI</b>		
Visual Arts	59-60 Screen Score for Retest	61 for Identification
Drama	54-56 Screen Score for Retest	57 for Identification
Music	37-38 Screen Score for Retest	39 for Identification

### 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 provides equal opportunity for all students (including minority, disadvantaged students, students with disabilities and English language learners).

Tests based on referral:

Superior Cognitive Ability

Creative Thinking Ability

Specific Academic Ability in Math, Reading/Writing, Science & Social Studies

Visual and Performing Arts in Dance, Drama, Music, & Visual Arts

Whole Grade Testing in Grades 2 & 5:

Superior Cognitive Ability

Creative Thinking Ability

Specific Academic Ability in Reading/Writing & Mathematics

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

<b>Type of Assessment</b>	<b>Content Area(s)</b>	<b>Grade Level(s)</b>
• Whole-grade tests	Superior Cognitive, Creative Thinking, Specific Academic in Reading/Writing & Mathematics	2 <sup>nd</sup> Grade & 5 <sup>th</sup> Grade
• Individually-administered tests	Superior Cognitive, Specific Academic in Math, Reading/Writing, Science & Social Studies, Creative Thinking, Visual and Performing Arts	K-12 by referral or Based on a Score on Screen that Requires a Retest
• Audition, performance	Music/Dance/Drama	K-12 by referral
• Display of work	Visual Art	K-12 by referral
• Exhibition	Visual Art	K-12 by referral
• Checklists	Creative Thinking and Visual/Performing Arts	K-12 by referral

### 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, completing the initial testing using approved assessments within 90 calendar days of referral, 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.)**

<b>District Name for Service</b>	<b>Service Setting</b>	<b>Grade Level</b>	<b>Criteria for Service</b>	<b>Service Provider</b>
Chesapeake UEVSD	<b>Guidance Services</b>	9-12	Superior Cog, Creative Thinking, Visual and Performing Arts, All Academic Areas Based on ID	Chesapeake High School
Chesapeake UEVSD	<b>Regular Classroom Cluster Group</b>	5-8 ELA & Enrichment	Identification or Scores Under Superior Cognitive, Specific Academic, or Creative Thinking	Chesapeake UEVSD GIS w/WEPS in Place
Chesapeake UEVSD	<b>Regular Classroom Cluster Group</b>	K-8	Identification or Scores Under Superior Cognitive, Specific Academic, or Creative Thinking	Chesapeake UEVSD Classroom Teacher w/WEPS in Place and Teacher PD and Consult with GIS
Chesapeake UEVSD	<b>Regular Classroom with Acceleration</b>	K-12	Superior Cog and All Academic Areas	Chesapeake UEVSD Classroom Teacher w/WEPS and WAPs in Place
Chesapeake UEVSD	<b>Regular Classroom AP</b>	11-12	Superior Cognitive, Specific Academic, Creative Thinking	AP teacher with authorized course w/WEPS in Place and Teacher PD and Consult with GIS
Chesapeake UEVSD	<b>Regular Classroom PSEO</b>	7-12	Superior Cognitive , Specific Academic	Ohio School or University w/WEPS in Place and Shared
Chesapeake UEVSD	<b>Resource Room/Pull Out</b>	5-8	Superior Cognitive, Specific Academic, Creative Thinking	Only Gifted with GIS w/WEPS in Place
Chesapeake UEVSD	<b>Art or Music Room</b>	K-12	Visual and Performing Arts	Trained Art or Music Instructor w/WEPS in place and Consult with GIS
Chesapeake UEVSD	<b>Whole Grade and/or Subject Acceleration</b>	K-12	Identification through Superior Cognitive Score and Checklist	Chesapeake UEVSD Classroom Teachers w/WEPS and WAPs in Place

### PARENT NOTIFICATION

Parents will be notified of available gifted services, criteria used to determine if a student qualifies for those services, and when services are not available (no service letters). Parents will be included in placement decisions as well as how to resolve disagreements about placement decisions.

### 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. Parents can refuse services or withdraw from gifted programs and services at any time.

### Professional Development Requirements in Gifted Education

Educators designated to provide gifted education services require specialized training in gifted education. General education teachers who are designated as gifted service providers must receive on-going professional development in gifted education provided by a qualified provider. The PD should include the 8 competencies for gifted education and total specific number of clock hours (30 hours each of the first two years & 6 each subsequent year). Consultation with a GIS should be in place yearly.

### 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  
Jamie Shields  
at 740-867-3135



