

Gifted Education Identification and Service Plan

2022-2023 Cedarcliff Local School District

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.

1. DISTRICT PROCESS FOR ASSESSING STUDENTS FOR GIFTED EDUCATION

A. Criteria and Methods Used to Screen and Select Students for Additional Testing for Gifted Identification

- The district shall provide at least two opportunities each year for assessment for students, parents, teachers, or administration requesting additional testing
- Student whole-grade and individual screening scores will be reviewed on a regular basis for gifted identification. Scores must be obtained from an instrument approved by the Ohio Department of Education for gifted identification. If the student's score/s meet the required cut-off score as specified in the Chart of Approved Assessments, the student is identified as gifted and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

B. Test Instruments used for Assessment in Each Area

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

Identification Area	Instrument
Superior Cognitive Ability	<ul style="list-style-type: none">• Cognitive Abilities Test (CogAT), Form 7 and/or 8• Iowa Tests of Basic Skills (ITBS), Form E, F, and/or G, Complete Battery
Reading: Specific Academic Ability	<ul style="list-style-type: none">• Terra Nova Achievement Tests, Complete Battery• Iowa Tests of Basic Skills (ITBS), Form E, F, and/or G• i Ready Assessment
Math: Specific Academic Ability	<ul style="list-style-type: none">• Terra Nova Achievement Tests, Complete Battery• Iowa Tests of Basic Skills (ITBS), Form E, F, and/or G• i-Ready Assessments
Science: Specific Academic Ability	<ul style="list-style-type: none">• Terra Nova Achievement Tests, Complete Battery• Iowa Tests of Basic Skills (ITBS), Form E, F, and/or G
Social Studies: Specific Academic Ability	<ul style="list-style-type: none">• Terra Nova Achievement Tests, Complete Battery• Iowa Tests of Basic Skills (ITBS), Form E, F, and/or G
Creative Thinking Ability	<ul style="list-style-type: none">• Cognitive Abilities Test (CogAT), Form 7 and/or 8• The Gifted Rating Scales (GRS) - Creativity Scales

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C. Whole-Grade Screenings

Grade/s	Area/s Assessed	Instrument
2 and 5	Superior Cognitive Ability	• Cognitive Abilities Test (CogAT), Form 7 and/or 8
2 and 5	Creative Thinking	• Cognitive Abilities Test (CogAT), Form 7 and/or 8
2 and 5	Reading	• I-Ready Assessment • Iowa Tests of Basic Skills (ITBS), Form E, F, and/or G, Complete Battery
2 and 5	Math	• I-Ready Assessment • Iowa Tests of Basic Skills (ITBS), Form E, F, and/or G, Complete Battery
2 and 5	Social Studies	• Iowa Tests of Basic Skills (ITBS), Form E, F, and/or G, Complete Battery
2 and 5	Science	• Iowa Tests of Basic Skills (ITBS), Form E, F, and/or G, Complete Battery

D. The Referral Process

- The district shall provide at least two opportunities each year to assess referred students
- Children may be referred, in writing, at any point in the school-year. Referrals will be accepted from the child (self-referral), a peer, a teacher, a parent/guardian, or other members of the school community (e.g. psychologists, community members, administrator, gifted coordinator, etc.)

E. The Process for Assessment Following a Referral

- The student will be scheduled for testing with the coordinator of gifted services or the school psychologist
- Testing will be scheduled during the school-day
- Scores must be obtained from an instrument approved by the Ohio Department of Education for gifted identification. If the student's score/s meet the required cut-off score as specified in the Chart of Approved Assessments, the student is identified as gifted and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.
- Parents will be notified of testing results within 30 days

2. DISTRICT PROCEDURES TO ENSURE THAT ALL STUDENTS HAVE EQUAL ACCESS TO SCREENING AND FURTHER ASSESSMENT FOR GIFTED IDENTIFICATION

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- A. 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
- B. **Steps Taken to Ensure Equity for Traditionally Underrepresented Populations**
- Use of alternative intelligence tests including nonverbal testing
 - Use of a rolling window for referrals for any student within the district
 - Individual consultation with teachers in regards to characteristics of underserved populations
 - Allowable modifications are made for those who require them, in accordance with the testing instrument administration manual
 - Use of a variety of possible testing instruments in order to meet the needs of the district population

3. DISTRICT PROCEDURES ENSURING EQUAL ACCESS FOR ALL STUDENTS IDENTIFIED AS GIFTED TO RECEIVE ANY AVAILABLE GIFTED SERVICES

- A. Students who meet the placement criteria are invited to participate in gifted services. Students will be placed in services so that there is equity between buildings.
- B. Transportation is provided within the district.
- C. As new students transfer in, or are identified during the year, the district evaluates enrollment in gifted services based on the pre-determined placement criteria and space available in the gifted service.
- D. Students will be placed in gifted services using pre-determined placement procedures, which have been made available to parents, district staff, and the community

4. DISTRICT PROCESS FOR STUDENTS TO REFUSE OR WITHDRAW FROM GIFTED SERVICES

Parents may decline or withdraw their child from gifted services by submitting their request in writing to the building administrator and/or gifted coordinator.

5. THE DISTRICT-DETERMINED SCORE/S FOR REASSESSMENT AND THE PROCESS FOR REASSESSING STUDENTS WHO MEET THESE SCORES

Re-assessment for gifted identification is completed when a student scores within a pre-set range for re-assessment on a screening instrument approved by the Ohio Department of Education. Scores are reviewed by district personnel and re-assessment is scheduled if the student is not already scheduled to be re-evaluated within 90 days.

Instrument Name	Grade/s Administered	Reassessment Score	Identification Score
Cognitive Abilities Test (CogAT), Form 7 and/or 8	2 and 5 Referrals 3-12	125	127
I-Ready Assessments	2 and 5	93rd percentile	95th percentile
Iowa Tests of Basic Skills (ITBS), Form E, F, and/or G, Complete Battery	2 and 5 Referrals 3-12	94th percentile	95th percentile

6. DISTRICT PROCESS FOR STUDENTS TRANSFERRING INTO THE DISTRICT TO RECEIVE SERVICES

- A. **Out of District Scores:** The district accepts scores from assessments approved for use by the Ohio Department of Education for the purposes of gifted identification and placement. If the child had not

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previously been identified within the State of Ohio, the scores must be from an assessment completed within the preceding 24 months using an approved instrument.

- B. **Transfer Students:** 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 submit a written request for testing to the building administrator and/or gifted coordinator.

7. APPEAL PROCEDURES

Parents have the right to appeal. 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 final decision in writing within 30 days of the appeal. This written notice should include the reason for the decision(s). An appeal by the parent is the reconsideration of the results of any part of the identification process, which could include:

- Screening procedure or assessment instrument
- The scheduling of children for assessment
- The placement, or non-placement, of a student in any program
- Receipt of services

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.

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Area/s of Identification	Grade Level/s	Service Description	Service Setting
Superior Cognitive Ability	3-5 8-12 9-12 9-12	<ul style="list-style-type: none"> Cluster Grouped for Service Math Single Subject Acceleration Acceleration Opportunities (Whole Grade or Single Subject in R, M, SCI, SS) Advanced/Honors Classes Advanced Placement (AP) Courses College Credit Plus (CCP) Courses 	<ul style="list-style-type: none"> Regular classroom with differentiation per Gen Ed. Teacher Adv/Honors with Gen Ed. Teacher AP Classroom College Course on/off campus
Reading/Writing	3-5 9-12 9-12	<ul style="list-style-type: none"> Cluster Grouped for Service Advanced/Honors Classes Advanced Placement (AP) Courses College Credit Plus (CCP) Courses 	<ul style="list-style-type: none"> Regular classroom with differentiation per Gen Ed. teacher Adv/Honors with Gen Ed. Teacher AP Classroom College Course on/off campus
Math	3-5 8-12 8-12 9-12 9-12 9-12	<ul style="list-style-type: none"> Cluster Grouped for Service Single Subject Acceleration in Math Acceleration Opportunities (Math) Advanced/Honors Classes Advanced Placement (AP) Courses College Credit Plus (CCP) Courses 	<ul style="list-style-type: none"> Regular classroom with differentiation per Gen. Ed. Teacher Reg. Classroom with Acceleration Adv/Honors with Gen Ed. Teacher AP Classroom College Course on/off campus
Science	3-5 9-12 9-12 9-12	<ul style="list-style-type: none"> Advanced/Honors Classes Advanced Placement (AP) Courses College Credit Plus (CCP) Courses 	<ul style="list-style-type: none"> Regular classroom with differentiation per Gen. Ed. Teacher Reg. Classroom with Acceleration Adv/Honors with Gen Ed. Teacher AP Classroom College Course on/off campus

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Social Studies	3-5		<ul style="list-style-type: none"> Regular classroom with differentiation per Gen. Ed. Teacher
	9-12	<ul style="list-style-type: none"> Advanced/Honors Classes 	<ul style="list-style-type: none"> Reg. Classroom with Acceleration
	9-12	<ul style="list-style-type: none"> Advanced Placement (AP) Courses 	<ul style="list-style-type: none"> Adv/Honors with Gen Ed. Teacher
	9-12	<ul style="list-style-type: none"> College Credit Plus (CCP) Courses 	<ul style="list-style-type: none"> AP Classroom College Course on/off campus
Creative Thinking	n/a	n/a	n/a
Dance	n/a	n/a	n/a
Drama	n/a	n/a	n/a
Music	n/a	n/a	n/a
Visual Art	n/a	n/a	n/a
<p>★ GIS (Gifted Intervention Specialist) is an educator who has earned an additional K-12 certificate added to their licensure through the Ohio Department of Education after undergoing a minimum of 18 additional college credits and a proficiency exam.</p> <p>★ All Gen. Ed, AP, On-Campus CCP and Cluster-Trained teachers receive 60 hours of gifted specific PD within their first 4 years of teaching gifted students and then engage in 3 hours a year of ongoing gifted specific PD thereafter.</p>			