



**COLONEL CRAWFORD 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, Form7 Composite	ID 128 (grades k-1); 128 (grades 2-12); SCREEN 127
WISC-V	ID 127 SCREEN 126
Woodcock Johnson – IV	ID 127 Tests of cognitive ability (WJ IV Cog)

➤ **Specific Academic Ability**

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

Iowa Assessments, Form E (Grade 6)	ID 95 th -99 th	SCREEN 94 th
i-Ready (Grades 2-5)	ID 95 th -99 th	Given 3 times during year
Woodcock-Johnson IV, Tests of Achievement, Forms A&B	ID 95 th -99 th	SCREEN 94 TH

➤ **Creative Thinking Ability**

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

CogAt, Form 7 Composite	ID 111 (grades K-1); 112 (grades 2-12); SCREEN 110/111
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)	ID 51 Screen 50

➤ **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):

Ohio Department of Education Rubric (Visual) SRBCSS	ID 21-24 SCREEN 20 ID 39 Screen 38 - Music ID 61 Screen 60 - Visual Arts
Ohio Department of Education Rubric (Music)	ID 18-21 SCREEN 17

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. As of 2018-2019 school year, any qualifying gifted score achieved on the whole-grade tests will be used to determine service eligibility for the next school year unless the student has transferred into the district. A student transferring into the school district who meets gifted eligibility requirements will be considered for gifted programming during the current school year if they meet the district service criteria.

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 Ability • Specific Academic Ability 	Reading/Writing and Math Specific Academic Ability Creative Thinking Ability	2 nd grade, 5 th grade, 6 th grade (2021-2022)
<ul style="list-style-type: none"> • Individually-administered tests 	All areas	All grade levels based on referrals
<ul style="list-style-type: none"> • Audition, performance 	Visual and Performing Arts	All grade levels
<ul style="list-style-type: none"> • Display of work 	Visual and Performing Arts	All grade levels
<ul style="list-style-type: none"> • Exhibition 	Visual and Performing Arts	All grade levels
<ul style="list-style-type: none"> • Checklists 	Visual and Performing Arts, Creative Thinking Ability	All grade levels

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

As of 2018-2019 school year, any qualifying gifted score achieved on the whole-grade tests will be used to determine service eligibility for the next school year unless the student has transferred into the district. A student transferring into the school district who meets gifted eligibility requirements will be considered for gifted programming during the current school year if they meet the district service criteria.

Areas of Identification	Grade Level	Service Setting	Additional Information
Creative Thinking Ability	K-12	General education classroom or fine arts classroom	Services are available for students identified with creative thinking ability in the general education classroom setting or fine arts setting participating in projects to enhance creative thinking ability.
Superior Cognitive Ability, Reading and/or Writing, or Math	K-1	Cluster group in the general education classroom	Students identified as gifted in the areas of superior cognitive ability, reading and/ or math, will receive gifted services through placement in a gifted cluster classroom.
Superior Cognitive Ability, Reading and/or Writing, Math, Science or Social Studies	2-7	Cluster group in the general education classroom	Students identified as gifted in the areas of superior cognitive ability, reading and/ or math, science or social studies will receive gifted services through placement in a gifted cluster classroom.
Superior Cognitive Ability, Reading and/ or Writing, Social Studies	8	Cluster group in the general education classroom	Students identified as gifted in the areas of superior cognitive ability, reading and/ or writing or social studies will receive gifted services through placement in a gifted cluster classroom.
Superior Cognitive Ability, Math or Science	8	Algebra I or Physical Science course Honors	Students identified in the areas of superior cognitive ability, math or science will receive service through acceleration into the algebra I or physical science class. Accelerated students will be placed on a Written Acceleration Plan (WAP) and will

			receive high school credit upon completion of the course.
Superior Cognitive Ability or Math	9-10	Algebra II Honors	Students identified as gifted in the areas of superior cognitive ability or math will be offered gifted services through placement in an Algebra II honors classroom.
Superior Cognitive Ability or Math	11-12	Pre-calculus Course Honors	Students identified as gifted in the areas of superior cognitive ability or math will be offered gifted services through placement in a pre-calculus course.
Superior Cognitive Ability or Science	11-12	Chemistry or Physics Course Honors	Students identified as gifted in the areas of superior cognitive ability or math will be offered gifted services through placement in a chemistry or physics course.
Superior Cognitive Ability, Reading and/or Writing, Math, Science, or Social Studies	9-12	College Credit Plus Courses	Students identified as gifted in the areas of superior cognitive ability, reading and/or writing, math, science, or social studies will be offered gifted services through participation in a CCP course.
Visual Art	K-5 7-12	Arts general education classroom	Services are available for students identified as gifted in visual art in the art classroom provided by a trained arts instructor.
Music	K-12	Music general education classroom	Services are available for students identified as gifted in music in the music classroom provided by a trained arts instructor.
Dance	K-12	Not Applicable	No gifted education services are available for dance.
Drama	K-12	Not Applicable	No gifted education services are available for drama.

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