

CARDINAL LOCAL SCHOOL DISTRICT
Plan for the Identification and Services 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.

Ohio Revised Code Section 3324.03

The Board of Education of each school district shall identify gifted students in grades kindergarten through twelve as follows:

(A) A student shall be identified as exhibiting “superior cognitive ability” if the student did either of the following within the preceding 24 months:

- Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed certified school psychologist or licensed psychologist;
- Accomplished any one of the following:
 - Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test
 - Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test; or
 - Attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

(B) A student shall be identified as exhibiting “specific academic ability” superior to that of students of similar age in a specific academic ability field, if within the preceding 24 months the student performs at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field.

(C) A student shall be identified as exhibiting “creative thinking ability” superior to a student of a similar age, if within the previous 24 months, the student 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:

- Attained a sufficient score, as established by the Department of Education, on an approved individual or group test of creative ability; or
- Exhibited sufficient performance, as established by the Department of Education, on an approved checklist by a trained individual of creative behaviors.

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

- 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
- Exhibited sufficient performance to a trained individual, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.

(E) After any initial gifted identification made in conformance with this rule, a student shall remain identified regardless of subsequent testing or classroom performance.

CARDINAL LOCAL SCHOOL DISTRICT GIFTED 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.

Tests are selected and administered so as to best ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's disability or impaired sensory, manual or speaking skills.

The following tests are administered by the Cardinal Local School District for screening and identification of gifted students.

➤ Superior Cognitive Ability

Cognitive Abilities Test (CogAT) - Form 7 VQN Composite

Grade 2 & 6 (Whole grade administration): ID Score of 128; Screen Score of 127

Grades K, 1 (Referral): ID Score of 127; Screen Score of 126

Grades 3-12 (Referral): ID Score of 128; Screen Score of 127

Wechsler Intelligence Scale for Children – 5th Edition (WISC-V)

(Referral): ID Score (FSIQ or GAI) of 127; Screen Score of 126

Wechsler Preschool and Primary Scale of Intelligence -4th Edition (WPPSI-IV)

(Referral): ID Score (FSIQ or GAI) of 127; Screen Score of 126

Kaufman Assessment Battery for Children, 2nd Ed (KABC-II)

(Referral): Grade K-2 (MPI Scoring) 127

Kaufman Assessment Battery for Children, 2nd Ed (KABC-II)

(Referral): Grade 3-12 (MPI Scoring) 126

Kaufman Assessment Battery for Children, 2nd Ed (KABC-II)

(Referral): Grade K-12 (FCI Scoring) 127

Kaufman Brief Intelligence Test, 2nd Ed. (KBIT II)

(Referral) Screen Score of 125

➤ **Specific Academic Ability**

Measure of Academic Progress or Growth (MAP) for Primary Grades

Grades K-1 Reading/Math

ID Score: 95th percentile Screen Score: 94th percentile

Measure of Academic Progress or Growth (MAP)

Grades 2-8 Reading/Math

ID Score: 95th percentile Screen Score: 94th percentile

Wechsler Individual Achievement Test - 3rd Edition (WIAT III)

(Referral & Reassessment) Grades K-12

ID Score: 95th percentile Screen Score: 94th percentile

Woodcock Johnson IV Tests of Achievement

(Referral & Reassessment) Grades K-12

ID Score: 95th percentile Screen Score: 94th percentile

➤ **Creative Thinking Ability**

Cognitive Abilities Test (CogAT) - Form 7 VQN Composite

Grades K-1 ID Score of 111; Screen Score of 110

Grades 2-12 ID Score of 112; Screen Score of 111

Cognitive Abilities Test (CogAT) - Form 7 QN Composite (English Learners and students with serious reading disabilities only)

Grade 3-12 ID Score of 112; Screen Score of 111

Wechsler Intelligence Scale for Children – 5th Edition (WISC-V)

(Referral) Ages 6-16 ID Score (FSIQ or GAI) of 112; Screen Score (FSIQ or GAI) of 111

Gifted and Talented Evaluation Scales 2 (GATES 2) (Creative Thinking Section, Questions 21-30)

Ages 5 – 18 Score for Identification: SS of 111; Score for Reassessment: SS of 90-110

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) Part II Creativity

Grades K-12 Score for Identification: 51; Score for Reassessment: 59-61

➤ **Visual and Performing Arts**

Behavioral Checklists and Rating Scales:

Gifted and Talented Evaluation Scale 2 (GATES 2) Artistic Talent Section, Questions 41-50

(Dance, Drama, Music, Visual Arts)

Ages 5 – 18 -Score for Identification: SS of 111; Score for Reassessment: SS of 90-110

Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)

Grades K-12

Drama: Part VII Score for Identification: Score of 57; Score for Reassessment: 54-56

Music: Part VI Score for Identification: Score of 39; Score for Reassessment: 37-38

Visual Arts: Part V Score for Identification: Score of 61; Score for Reassessment: 59-60

Performance Rubrics and Scales:

Ohio Department of Education Rubric

Grades K-12

Dance: Score for Identification: Score of 26-30; Score for Reassessment: 20-25

Drama: Score for Identification: Score of 20-24; Score for Reassessment: 16-19

Music: Score for Identification: Score of 18-21; Score for Reassessment: 14-17

Visual Arts: Score for Identification: Score of 21-24; Score for Reassessment: 16-20

IDENTIFICATION PROCESS

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. Parents/guardians will be informed when testing is to take place.

Whole Grade Screening & Assessment

The district provides the provision of at least two whole grade screening opportunities as follows:

(a) For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (3) creative thinking ability for all students once prior to the end of grade two.

(b) For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (3) creative thinking ability for all students once after the completion of grade two but prior to the end of grade six.

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment as outlined in the table below. Parents will be notified within thirty days of the district's receipt and review of testing results.

District Assessments

Type of Assessment	Content Area(s)	Grade Level(s)
<ul style="list-style-type: none"> Whole-grade assessment 	Specific Academic (Reading/Math) Superior Cognitive	K-8 MAP 2 nd & 6 th CogAT
<ul style="list-style-type: none"> Individually-administered assessment 	Specific Academic Superior Cognitive	K-12 WJ IV K-12 WIAT-3 rd Edition K-1 WPPSI-IV 1-11 WISC-V K-12 KABC
<ul style="list-style-type: none"> Audition, performance 	Performing Arts: Dance Drama/Theatre Music	K-12 Ohio Department of Education Rubric for: Drama Performance Music Performance Dance Performance
<ul style="list-style-type: none"> Display of work 	Visual Arts: Drawing Painting Sculpting	K-12 Ohio Department of Education Rubric for: Visual Arts
<ul style="list-style-type: none"> Exhibition 	Visual Arts: Drawing Painting Sculpting	K-12 Ohio Department of Education Rubric for: Visual Arts
<ul style="list-style-type: none"> Behavioral Checklists and Rating Scales 	Creative Thinking Ability	K-12 GATES 2 K-12 SRBCSS

Recommendation for Assessment

Children may be referred for assessment on an ongoing basis throughout the school year. Teachers, parents, or other students may complete and submit the ***Recommendation for Gifted Assessment***.

Upon receipt of the ***Recommendation for Gifted Assessment***, the district will:

- Obtain parent permission to test if the student is referred by someone other than the parent,
- Complete the student's initial assessment within ninety days of the referral, and
- Notify parents of results of screening or assessment and identification within thirty days.

Identification

When the 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.

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 and submit the **Recommendation for Gifted Assessment**.

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 Cardinal Local School District delivers all gifted services in accordance with the Ohio Revised Code and the Ohio Administrative Code. These codes require public school districts to identify students who are gifted; however, the districts are not required to provide gifted education services

The district ensures equal opportunity for all district students identified as gifted to receive any services offered and available by the district. The Cardinal Local School District acknowledges that gifted students have diverse needs and strives to offer a continuum of options as appropriate for students.

. The Cardinal Local School District provides two types of gifted programming:

- a “**Service**” denotes provision in accordance with the **Ohio Operating Standards for Identifying and Students Who are Gifted**; while
- an “**Option**” denotes a setting which addresses the student’s area of identification without fully meeting the **Operating Standards** criteria.

GIFTED PROGRAMMING

Program Type	Description	Service Provider**	Formal Plan
** Service Providers shall receive specialized training in gifted education in accordance with the Ohio Standards for Identifying and Serving Students Who are Gifted			
Option	Differentiate Instruction/Enrichment within Regular Classroom	General Education Teacher	None
Service	Subject Acceleration within Regular Classroom	General Education Teacher	Written Acceleration Plan (WAP) and Written Education Plan (WEP)
Service	Grade Acceleration within Regular Classroom	General Education Teacher	Written Acceleration Plan (WAP) and Written Education Plan (WEP)

** Service Providers shall receive specialized training in gifted education in accordance with the <i>Ohio Standards for Identifying and Serving Students Who are Gifted</i>			
Program Type	Description	Service Provider**	Formal Plan
Service	Early Entrance to Kindergarten or First Grade within Regular Classroom	General Education Teacher	Written Acceleration Plan (WAP) and Written Education Plan (WEP) if identified as gifted.
Service	Cluster Group Classroom	General Education Teacher with support of Gifted Intervention Specialist	Written Education Plan (WEP)
Service	Co-teaching in a Cluster Group Classroom	General Education Teacher and Gifted Intervention Specialist	Written Education Plan (WEP)
Service	Honors Classroom	General Education Teacher with Gifted Intervention Specialist Support	Written Education Plan (WEP)
Service	Subject Acceleration	General Education Teacher with Gifted Intervention Specialist Support	Written Education Plan (WEP)
Service	Advanced Placement Classroom	General Education Teacher with Gifted Intervention Specialist Support	Written Education Plan (WEP)
Service	College Credit Plus	General Education Teacher	Written Education Plan (WEP)
Service	Post-Secondary Enrollment Option Courses	General Education Teacher	Written Education Plan (WEP)
Service	Educational Option(s)	General Education Teacher	Written Education Plan (WEP)

Parent Notification

All parents will be provided the opportunity to review the list of gifted services provided by the district. All students identified as gifted are provided the opportunity to receive appropriate services as availability and scheduling allow. Parents will be notified of the services and placement the district is providing their child via the student's individual Written Education Plan (WEP). At times the district may be unable to provide services due to special circumstances. In these cases parents will receive a letter notifying them that the district will not be providing gifted services for that school year or semester.

Written Education Plans (WEP)

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 Students Who are Gifted*. Parents will be provided a copy of their child's WEP each school year.

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. Opportunities for enrichment may include competitions and contests, field trips, guest speakers, in-depth study and projects. 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.

District Contact Information

Director of Pupil Services

440-632-0261

www.cardinalschoools.org