

**CHAGRIN FALLS EXEMPTED VILAGE SCHOOL DISTRICT 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 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):

- | |
|---|
| <ul style="list-style-type: none">☒ Cognitive Abilities Test (CogAT) 7 VQN Composite<ul style="list-style-type: none">☒ Screening Criteria <u>123 (K, 3, 7-12) / 124 (1, 2, 4-6)</u>☒ Identification Criteria <u>127 (K, 3, 7-12) / 128 (1,2,4-6)</u>☒ Cognitive Abilities Test (CogAT) 7 QN Composite (ELL Students and/or Students w/ Serious Reading Disabilities, Grades 3-12 ONLY)<ul style="list-style-type: none">☒ Screening Criteria <u>123(5, 7-12) / 124 (3-4, 6)</u>☒ Identification Criteria <u>127 (5, 7-12) / 128 (3-4, 6)</u>☒ Cognitive Abilities Test (CogAT), Form 7 VN Composite (Students w/ Mathematical Disabilities ONLY)<ul style="list-style-type: none">☒ Screening Criteria <u>121 (1) / 122 (K, 3, 7-10) / 123 (K-1) / 124 (2-12)</u>☒ Identification Criteria <u>125 (1) / 126 (K, 3, 7-10) / 127 (2, 4-6, 11-12)</u>☒ Naglieri Nonverbal Ability Test (NNAT), 2nd edition (Group Administration Version)<ul style="list-style-type: none">☒ Screening Criteria <u>122</u>☒ Identification Criteria <u>124</u>☒ Otis-Lennon School Ability Test (OLSAT), 8th Ed.<ul style="list-style-type: none">☒ Screening Criteria <u>122</u>☒ Identification Criteria <u>126</u>☒ Wechsler Intelligence Scale for Children (WISC-V), 5th Ed<ul style="list-style-type: none">☒ Screening Criteria <u>123 (FSIQ or GAI)</u>☒ Identification Criteria <u>127 (FSIQ) OR 127 (GAI)</u>☒ Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R), 4th Edition (ages 2.5-7)<ul style="list-style-type: none">☒ Screening Criteria <u>123 (FSIQ or GAI)</u>☒ Identification Criteria <u>127 (FSIQ) OR 126 (GAI)</u> |
|---|

➤ **Specific Academic Ability**

Assessments the district administers that provide for specific academic identification (provide at least 2 for assessment and reassessment purposes):

- Iowa Test of Basic Skills (ITBS)
 - Screening Criteria 92thPercentile
 - Identification Criteria 95th Percentile
- PSAT/NMSQT (grades 10-11 ONLY)
 - Screening Criteria 92thPercentile
 - Identification Criteria 95th Percentile
- Stanford Achievement Test (SAT), 10th edition
 - Screening Criteria 92thPercentile
 - Identification Criteria 95th Percentile
- SAT
 - Screening Criteria 92thPercentile
 - Identification Criteria 95th Percentile
- NWEA MAP Assessment (Reading and Math)
 - Screening Criteria 92thPercentile
 - Identification Criteria 95th Percentile
- iReady Assessment (Reading and Math) – grades 3 -8 as of 2018-19 / grade 2 for testing occurring on or following 11/19/18
 - Screening Criteria 92thPercentile
 - Identification Criteria 95th Percentile
- Woodcock-Johnson-IV: Tests of Achievement
 - Screening Criteria 92thPercentile
 - Identification Criteria 95th Percentile
- Weschler Individual Achievement Test (WIAT), 3rd edition
 - Screening Criteria 92thPercentile
 - Identification Criteria 95th Percentile

➤ **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification (provide at least 2 for assessment and reassessment purposes):

- Screening in this area consists of:
- A minimum Cognitive screening score (see Superior Cognitive Ability Creative Thinking (CT) scores below)
- Cognitive Abilities Test (CogAT) 7 VQN
 - CT Identification Criteria 111 (K-1) / 112 (2-12)
 - Cognitive Abilities Test (CogAT) 7 QN Composite (ELL Students and/or Students w/ Serious Reading Disabilities - grades 3-12 ONLY)
 - CT Identification Criteria 112
 - Cognitive Abilities Test (CogAT), Form 7 VN Composite (Students w/ Mathematical Disabilities ONLY)
 - CT Identification Criteria 110 (K), 111 (Grades 1-12)
 - Naglieri Nonverbal Ability Test (NNAT), 2nd edition (Group Administration Version)
 - CT Identification Criteria 111
 - Otis-Lennon School Ability Test (OLSAT), 8th Ed.
 - CT Identification Criteria 110
 - Wechsler Intelligence Scale for Children (WISC-V), 5th Ed
 - CT Identification Criteria 112 (FSIQ) OR 112 (GAI)
 - Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R), 4th Edition
 - CT Identification Criteria 112 (FSIQ) OR 111 (GAI)
- AND
- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Creativity (Part II) – (Grades 3-12): score 48-50
- OR
- Gifted Rating Scales (GRS) – Creativity Scales – (Ages 4-13.11): score 60-65
- Identification in this area consists of:
- A minimum Cognitive screening score (see Superior Cognitive Ability Creative Thinking (CT) scores below)
- Cognitive Abilities Test (CogAT), Form 7 VQN
 - CT Identification Criteria 111 (K-1) / 112 (2-12)
 - Cognitive Abilities Test (CogAT) 7 QN Composite (ELL Students and/or Students w/ Serious Reading Disabilities - grades 3-12 ONLY)
 - CT Identification Criteria 112
 - Cognitive Abilities Test (CogAT), Form 7 VN Composite (Students w/ Mathematical Disabilities ONLY)
 - CT Identification Criteria 110 (K) / 111 (Grades 1, 5, 8-11) / 112 (Grades 2-4, 6-7, 12)
 - Naglieri Nonverbal Ability Test (NNAT), 2nd edition (Group Administration Version)
 - CT Identification Criteria 111
 - Otis-Lennon School Ability Test (OLSAT), 8th Ed.
 - CT Identification Criteria 110
 - Wechsler Intelligence Scale for Children (WISC-V), 5th Ed
 - CT Identification Criteria 112 (FSIQ) OR 112 (GAI)
 - Wechsler Preschool and Primary Scale of Intelligence-Revised (WPPSI-R), 4th Edition
 - CT Identification Criteria 112 (FSIQ) OR 111 (GAI)
- AND
- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Creativity (Part II) – (Grades 3-12): score ≥ 51
- OR
- Gifted Rating Scales (GRS) – Creativity Scales – (Ages 4-13.11): score ≥ 66

➤ **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):

Visual Arts

Performance Measure:

Display of Work (Visual Art) Ohio Dept. of Education Rubric Guidelines

- Screening Criteria: 16-20 points
- Identification Criteria: 21-24 points

OR

Advanced Placement Exam in Studio Art Course (2-D Design, 3-D Design, and/or Drawing)

- Screening Criteria: 4
- Identification Criteria: 5

AND

Behavior Checklist:

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Art: Part (V) – (Gr. 3-12)

- Screening Criteria: 59-60
- Identification Criteria: ≥61

OR

Gifted Rating Scales (GRS) – Creativity Scale – (Ages 4-13.11)

- Screening Criteria: 60-65
- Identification Criteria: score ≥ 66

Music

Performance Measure – Display of Work (Music)

ODE Music Audition/Performance Rubric for Scoring

- Screening: 14-17
- Identification: 18-21

AND

Behavior Checklist

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Music: Part (VI) – (Gr. 3-12)

- Screening Criteria: 37-38
- Identification Criteria: ≥39

OR

Gifted Rating Scales (GRS) – Creativity Scale – (Ages 4-13.11)

- Screening Criteria: 60-65
- Identification Criteria: score ≥ 66

Drama/Theatre

Performance Measure:

Display of Work (Drama/Theatre) Ohio Dept. of Education Rubric Guidelines:

- Screening Criteria: 16-19
- Identification Criteria: 20-24

AND

Behavior Checklist:

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Drama: Part (VII) – (Gr. 3-12)

- Screening Criteria: 54-56
- Identification Criteria: ≥57

OR

Gifted Rating Scales (GRS) – Creativity Scales – (Ages 4-13.11)

- Screening Criteria: 60-65
- Identification Criteria: score ≥ 66

Dance

Performance Measure –

Display of Work (Dance) Ohio Dept. of Education Rubric Guidelines:

- Screening Criteria: 20-25
- Identification Criteria: 26-30

AND

Behavior Checklist

GATES – Visual and Performing Arts - Section 5, Items 41-50

- Screening Criteria: 57-77
- Identification Criteria: ≥78

OR

Gifted Rating Scales (GRS) – Creativity Scale – (Ages 4-13.11)

- Screening Criteria: 60-65
- Identification Criteria: score ≥ 66

IDENTIFICATION PROCESS

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or who are recommended for assessment by teachers, parent(s)/guardian(s), or other children. The district ensures that there are ample and appropriate scheduling procedures for assessment and reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
• Whole-grade tests	Math, Reading	K, 1, 2, 3, 4, 5, 6, 7, 8
	Superior Cognitive Ability and Creative Thinking (for all students who meet the Cognitive Screening score)	2, 4
• Individually-administered tests	Math, Reading, Science, Social Studies, Creative Thinking, Visual Art, Music, Drama/Theatre, Dance	K-12
• Audition, performance	Visual Art, Music, Drama/Theatre, Dance	K-12
• Display of work	Visual Art, Music, Drama/Theatre, Dance	K-12
• Exhibition	Visual Art, Music, Drama/Theatre, Dance	K-12
• Checklists	Creative Thinking, Visual Art, Music, Drama/Theatre, Dance	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 brochure; and
- Notify parent(s)/guardian(s) 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 students, including culturally or linguistically diverse students, students from low socio-economic backgrounds, students with disabilities, students for whom English is a second language, and minority students. This is accomplished through our use of varied and ongoing gifted screening opportunities each year, use of research-based assessments (i.e. use of approved subtests for gifted identification of students with relevant disabilities, use of non-verbal assessments) which have proven success in identification of students as gifted from underrepresented populations, etc.), and collaboration across content area/grade-level teachers, counselors, and/or other supporting specialists to most appropriately meet the individual screening needs of each student.

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 the Ohio 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. Any existing area(s) of gifted identification evidenced will be accepted and recorded by the district upon enrollment.

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/guardian. Parent(s)/guardian(s) shall notify the Registrar upon enrollment and/or contact the School Principal, School Counselor, and/or Gifted Coordinator.

APPEAL PROCESS

An appeal by the parent(s)/guardian(s) 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.

Parent(s)/guardian(s) 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(s) 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 and reported by the district.)**

District Name for Service	Service Setting	Grade Level	Gifted ID Criteria Related to Service	Service Provider
Grades 2-3 Cluster-Grouping in Reading and Math	Regular Classroom Cluster Group	2, 3	Gifted ID in Math, Reading, Superior Cognitive Ability	Classroom Teacher (supported by Gifted Coordinator and schools GIS's)
Subject / Whole Grade Accelerations	Regular Classroom with Acceleration	K-12	Gifted ID in Relevant Content Area(s), Above Grade Test Scores, informal assessment data	Classroom Teacher (ongoing support provided by Gifted Coordinator)
AP Courses (2018-19 offerings include: <ul style="list-style-type: none"> • AP Seminar • AP Research • AP Music Theory • AP Studio Art: 2-D Design • AP Studio Art: 3-D Design • AP Studio Art: Drawing • AP Calculus AB • AP Calculus BC • AP Computer Science A • AP Computer Principles • AP Statistics • AP English Language & Composition • AP English Literature & Composition • AP Biology • AP Chemistry • AP Environmental Science • AP Physics 1 • AP Macroeconomics • AP Microeconomics • AP Psychology • AP United States Government and Politics • AP United States History • AP World History • AP Chinese Language and Culture • AP French Language and Culture • AP Spanish Language and Culture • AP Spanish Literature 	Regular Classroom AP	9-12	Gifted ID in Relevant Area and/or Superior Cognitive Ability	Classroom Teacher (AP Trained and/or supported by Gifted Coordinator)

Entrepreneurial Mindset Entrepreneurial Process English Composition I English Composition II	Regular Classroom CCP	9-12	Students meet CCP requirements via Hiram College or Cuyahoga Community College for courses offered within CFHS or other colleges to enroll in courses within each campus	Classroom Teacher (ongoing support/PD provided by Gifted Coordinator, College instructors, Deans)
Advanced Math 4 Advanced Math 5 Advanced Math Applications 6 Advanced Math Applications 7 Algebra I – 7 th Algebra I – 8 th Honors Geometry – 8 th Honors Geometry Honors Algebra II Honors Pre-Calculus Advanced ELA 4 Advanced ELA 5 Advanced ELA 6 Advanced ELA 7 Advanced ELA 8 Honors English I Honors English II Honors English III (Advanced 8) Physical Science Honors Chemistry Honors Advanced Data Structures Honors Chinese/French/Spanish III Honors Chinese/French/Spanish IV	Regular Classroom Honors	4-12	Gifted ID in Relevant Content Area and/or Superior Cognitive Ability	Classroom Teacher (ongoing support/PD provided by Gifted Coordinator and GIS's)
STRETCH - Enrichment Program for Cognitively Gifted Students in Grades 4-6 (Meets Daily; >15% of instructional week)	Resource Room/Pull Out	4-6	Superior Cognitive Ability Gifted ID	Gifted Intervention Specialist

WRITTEN EDUCATION PLANS

When students identified as gifted are reported to parents and to the Ohio Department of Education as served, they must have a Written Education Plan (WEP) in compliance with the *Operating Standards for Identifying and Serving Gifted Students*. Along with the WEP document, each family will receive information regarding other areas of gifted identification for each student for which he/she is not receiving formal gifted service.

WITHDRAWAL FROM GIFTED SERVICE(S)

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

General enrichment includes 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. This Enrichment is 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 or email your building Counselor, Principal or
Becky Quinn, Gifted Coordinator
at (440) 247-2432 or becky.quinn@chagrinschools.org