



**CLOVERLEAF LOCAL SCHOOLS
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):

	ID	Screen
Cognitive Abilities Test (CogAT), Form 7 VQN	Levels 5/6, 9, 13/14, 15/16, 17/18= 128	126
Woodcock Johnson IV Tests-Cognitive Abilities	Levels 7, 8, 10, 11, 12= 127	125
Wechsler Intelligence Scale-Children (WISC-V)	Ages 2-90 =127	124
	Ages 6-16 =127	124

➤ **Specific Academic Ability**

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

	ID	Screen
i-Ready Diagnostic (grades K-5)	95 th percentile	93 rd percentile
MAP Growth (grades 6-8)	95 th percentile	93 rd percentile
Iowa Assessments Form E	95 th percentile	93 rd percentile
ACT	95 th percentile	93 rd percentile
Stanford Achievement Test 10 th Ed.	95 th percentile	93 rd percentile

➤ **Creative Thinking Ability**

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

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Grades K – 12 (ID = 51 Screening = 48)	
Torrance Tests of Creative Thinking, Figural, Grades K – 12 ID = 95%	
And also:	
	ID
Cognitive Abilities Test (CogAT), Form 7 VQN	112
Woodcock Johnson IV Tests -Cognitive Abilities	112
Wechsler Intelligence Scale-Children (WISC-V)	112

➤ **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):

<p>Scales for Rating the Behavior Characteristics of Superior Students (SRBCC) Grades K – 12: ID: Drama = 57; Music = 39; Artistic = 61 (Screening: Dramatics = 54; Musical = 37; Artistic=59)</p> <p>ODE Rubrics for Visual/Performing Arts: ID: Drama = 20; Music = 18; Visual = 21; Dance = 26 (Screening: Drama = 16; Music = 14; Visual = 16; Dance = 20)</p>
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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 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 testing 	Superior Cognitive Specific Academic: reading and math	Grades 2, 6 Grades K-8, 11

• Individually-administered tests	Superior Cognitive Specific Academic	On Referral K-12
• Audition, performance	Dance, Music, Drama	On Referral K-12
• Display of work	Visual	On Referral K-12
• Exhibition		
• Checklists	Visual/Performing Arts Creative Thinking	On Referral K-12 Grades 2, 6

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

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.

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
	Guidance Services			
Math Cluster Classrooms—gifted service provided if identification is before October of the school year	Regular Classroom Cluster Group	4, 5, 6, 7, 8	Specific Academic: Math gifted i.d. and/or Superior Cognitive Ability i.d.	Course Instructor, gifted coursework Gifted Coordinator
Accelerated Coursework	Regular Classroom with Acceleration	K-12	Referral, Acceleration Committee Approval	Course Instructor Gifted Coordinator
AP Coursework	Regular Classroom AP	10-12	Superior Cognitive or Specific Academic gifted identification	Course Instructor, gifted coursework Gifted Coordinator
CCP/Dual Enrollment	Educational Options CCP/Dual Enrollment	7-12	Superior Cognitive or Specific Academic gifted identification	CCP/Dual Enrollment Instructor Gifted Coordinator
Honors Coursework	Regular Classroom Honors	9-12	Superior Cognitive or Specific Academic gifted identification	Honors Instructor, gifted coursework Gifted Coordinator
Early Entrance to Kindergarten	Regular Kindergarten Classroom	K	Recommendation per the Iowa Acceleration Scale, Acceleration Committee Approval	Kindergarten Instructor Gifted Coordinator

	Co-teaching Guidance Services			
	Co-teaching Cluster Group			
	Co-teaching Acceleration			
	Co-teaching AP			
	Resource Room/Pull Out			
	Co-teaching Honors			
	Educational Options with GIS			
	Self-Contained Classroom (Whole Grade)			
Mathematics Classroom	Self-Contained Classroom (Single Subject)	4,5,6,7	Specific Academic: Math gifted i.d. and/or Superior Cognitive i.d.	Gifted Intervention Specialist Gifted Coordinator
	Other (Use of this option should be rare and is likely to generate a request for additional information.)			

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 or
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at Kristine.Rutledge@cloverleaflocal.org or 330-723-6393, ext. 144

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