

**SEBRING 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

The Ohio Revised Code 3324.01-.07 and Ohio Administrative Code 3301-51-15 define the requirements to identify gifted students in the area of Superior Cognitive Ability as follows:

A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four 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 or certified school psychologist or licensed psychologist; OR 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 ninety-fifth 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.

Assessments the district administers that provide for superior cognitive identification are:

Name of Intelligence Test	Screening Score	Score for Gifted ID
Cognitive Abilities Test (CoGat), Form 7 VQN Composite	Gr. K-1 = 126 Gr. 2-12 = 127	Gr. K-1 = 127 Gr. 2-12 = 128
Differential Ability Scales – 2 nd Edition	125	126
InView – A Measure of Cognitive Abilities	127	128
Kaufman Assessment Battery for Children, 2 nd Ed. (KABC-II)	125	MPI Scoring: Gr. K-2=127, Gr. 3-12 = 126 FCI Scoring:K-12 =127
Stanford-Binet Intelligence Scales – 5 th Edition	126	127

Universal Nonverbal Intelligence Test 2 (UNIT2) Standard & Full Scale Battery	126	127
Wechsler Adult Intelligence Scale -4th Edition (WAIS-IV)	126	127
Wechsler Intelligence Scale for Children, -5th Edition (WISC-V) Full Scale IQ	126	127
Wechsler Intelligence Scale for Children, -5th Edition (WISC-V) General Ability Index	126	127
Wechsler Nonverbal Scale of Ability	124	125
Woodcock-Johnson (WJIV), Tests of Cognitive Abilities	126	127

SPECIFIC ACADEMIC ABILITY

The Ohio Revised Code 3324.01-.07 and Ohio Administrative Code 3301-51-15 define the requirements to identify gifted students in the area of Specific Academic Ability as follows:

A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field, if, within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field

Assessments the district administers that provide for specific academic identification are:

Name of Test	Screening Score	Score for Gifted ID
Iowa Test of Basic Skills (ITBS), Form C, Complete Battery	94 th percentile	95 th percentile
Kaufman Test of Educational Achievement, 3rd Ed., (KTEA-III)	94 th percentile	95 th percentile
Measurement of Academic Progress or Growth (MAP) Math K-2 OH and Reading K-2 OH	94 th percentile	95 th percentile
Measurement of Academic Progress or Growth (MAP) Math 2-5 OH and 6+ OH, Reading 2-5 OH and 6+ OH	94 th percentile	95 th percentile
Wechsler Individual Achievement Test (WIAT) – 3 rd Edition	94 th percentile	95 th percentile
Woodcock-Johnson III NU Test of Achievement, Form C, Brief Battery	94 th percentile	95 th percentile
Woodcock-Johnson IV Tests of Achievement	94 th percentile	95 th percentile

CREATIVE THINKING ABILITY

The Ohio Revised Code 3324.01-.07 and the Operating Standards for Identifying and Serving Gifted Students (Ohio Administrative Code 3301-51-15) specify that:

“A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the child 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:

- (a) Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
- (b) Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.”

Identification for Creative Thinking Ability involves a two-pronged process because the student is evaluated for cognitive abilities and for creative characteristics. Evaluations of this kind can

occur in conjunction with the referral/screening process for Superior Cognitive Abilities. Students who have scores above the Creative Thinking Ability cut-off of 1 Standard Deviation (SD) minus the Standard Error Measurement (SEM) should be further evaluated using a creativity checklist as described in Step 2 below. Students considered creative may be evaluated first with the creativity checklist and then their cognitive abilities may be considered.

Assessments the district administers that provide for specific academic identification are:

Name of Intelligence Test	Screening Score	Score for Gifted ID
Cognitive Abilities Test (CoGat), Form 7 VQN Composite	Gr. K-1 = 110 Gr. 2-12 =111	Gr. K-1 = 111 Gr. 2-12=112
Differential Ability Scales – 2 nd Edition	110	111
InView – A Measure of Cognitive Abilities	111	112
Kaufman Assessment Battery for Children, 2 nd Ed. (KABC-II)	111	112
Stanford-Binet Intelligence Scales – 5 th Edition	111	112
Universal Nonverbal Intelligence Test 2 (UNIT2) Standard & Full Scale Battery	111	112
Wechsler Adult Intelligence Scale -4th Edition (WAIS-IV)	111	112
Wechsler Intelligence Scale for Children, -5th Edition (WISC-V) Full Scale IQ	111	112
Wechsler Intelligence Scale for Children, -5th Edition (WISC-V) General Ability Index	111	112
Wechsler Nonverbal Scale of Ability	109	110
Woodcock-Johnson (WJIV), Tests of Cognitive Abilities	111	112

Name of Creative Thinking Checklist Component	Screening Score	Score for Gifted ID
Gifted and Talented Evaluation Scales (GATES 2) (Creative Thinking Section IV) Items 21-30	90-110	111 and above

VISUAL AND PERFORMING ARTS

The Ohio Revised Code 3324.01-.07 and the Operating Standards for Identifying and Serving Gifted Students (Ohio Administrative Code 3301-51-15) specify that:

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following:

- (a) 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
- (b) Exhibited to a trained individual sufficient performance.

Assessments the district administers that provide for visual and performing arts identification are:

Name of Performance Component	Screening Score	Score for Gifted ID
Ohio Department of Education Rubric - Visual Art	16-20	21-24
Ohio Department of Education Rubric - Drama	16-19	20-24
Ohio Department of Education Rubric - Music	14-17	18-21
Ohio Department of Education Rubric - Dance	20-25	26-30

Name of Checklist Component	Screening Score	Score for Gifted ID
Gifted and Talented Evaluation Scale (GATES 2): Artistic Talent, Questions 41-50	90-110	111 and above
Gifted and Talented Evaluation Scale (GATES 2): Artistic Talent, Questions 41-50	90-110	111 and above
Gifted and Talented Evaluation Scale (GATES 2): Artistic Talent, Questions 41-50	90-110	111 and above
Gifted and Talented Evaluation Scale (GATES 2): Artistic Talent, Questions 41-50	90-110	111 and above

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	Area(s) Assessed	Grade Level(s)
• Whole-grade tests	Reading and Math	K-8
• Whole-grade tests	Superior Cognitive, Creative Thinking	2 nd and 5 th
• Individually-administered tests	Reading, Math, Science, Social Studies, IQ, Creative Thinking	K-12
• Audition, performance	Music, Art, Drama, Dance	K-12
• Display of work	Music, Art, Drama, Dance	K-12
• Exhibition	Music, Art, Drama, Dance	K-12
• Checklists	Music, Art, Drama, Dance, Creative Thinking	K-12

REFERRAL

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using: Group tests, Individually administered tests, Audition, Performance, Display of work, Exhibition, and Checklists.

Referral forms are available in each of the schools. 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 AND ASSESSING

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 gifted services offered by the district when available for which the student meets the criteria. Selection of students will be based upon the criteria for gifted identification as outlined by the Ohio Department of Education's Operating Standards for Identifying and Serving Gifted Students. Services may include but are not limited to: self-contained classrooms, multiage classrooms, Gifted Intervention Specialist (GIS) services, and/or cluster grouping. Depending on the services available, students may be required to have more than one area of identification in order to be

served; such as superior cognitive identification in addition to an academic identification. Students identified and currently receiving services will not need to be re-identified and will remain in the program as long as the district chooses to provide services to students. Academic tests that have the option of being scored by either age or grade will be scored using grade to determine eligibility for services. Service options will be evaluated yearly by the district and may be changed.

Pull-out services will be provided by a gifted intervention specialist. Students will learn in an environment where they are encouraged to collaborate with their gifted peers as they develop high-level skills at their own pace in a self-motivated, independent manner.

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Sebring	College Credit Plus in area(s) of identification	7-12	Gifted ID in Superior Cognitive, Reading, and/or math	General Education Teacher with CCP status
Sebring	Regular Classroom with Acceleration	K-12	"Good" or Excellent" candidate score on Iowa Acceleration Scale	General Education Teacher with GIS directly involved
Sebring	Resource Room/Pull Out	K-8th	Gifted ID in Superior Cognitive, Reading, and/or math	GIS

To be eligible to receive gifted pull-out services, the student must be in the kindergarten – 8th grade and meet one of the following criteria:

- Gifted ID in Superior Cognitive
- Gifted ID in Reading
- Gifted ID in Math

WRITTEN EDUCATION PLAN

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*.

If gifted services are offered, a Written Education Plan (WEP) will be completed for each student in which the district reports as being served. The WEP will include a goal in the area(s) of identification in which the student will be receiving services. Specific criterion as outlined in the goal will be used for the evaluation of progress. Progress will be reported each nine weeks utilizing the district adopted progress report. A Gifted Intervention Specialist or the general education teacher of record for the identified area will be responsible for the delivery of each service. The student will not be required to complete work missed in the regular classroom for content area(s) in which he/she is receiving gifted services. If a student receives gifted pull-out services, tests will not be scheduled on those days. WEP's will be reviewed yearly by the fall conferences and a copy will be distributed to the parent(s). The staff member responsible for providing the service will be listed on the WEP.

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
Toni Viscounte, Superintendent / Gifted Coordinator at
330-938-6165.