Celina City Schools
20-21 District Gifted Education Policy

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:

Cognitive Abilities Test (CogAT) Form 7, 8; VQN Composite		
Grade Level	Identification Score	Screen Score
Kindergarten, 3rd & 7-12	127	126
1-2 & 4-6	128	127
InView Cognitive Abilities Assessment		
Grade Level	Identification Score	Screen Score
2-12	128	127
Naglieri Nonverbal Ability Test – Third Edition (NNAT 3)		
Grade Level	Identification Score	Screen Score
K-4 & 8-10	126	125
5-7	125	124
11-12	127	126
Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)		
Grade Level	Identification Score	Screen Score
K-12	127	126
Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities		
Grade Level	Identification Score	Screen Score
PreK-12	127	126

Specific Academic Ability

Assessments the district administers that provide for specific academic identification:

Stanford Achievement Test - 10th Edition, Basic and Complete Battery - Math and Reading Only		
Grade Level	Identification Score	Screen Score
K-12	95	94
TerraNova Achievement Tests Complete Battery		
Grade Level	Identification Score	Screen Score
K-12	95	94
The ACT - Math, Science, and Reading		
Grade Level	Identification Score	Screen Score
11-12	95	94
The Iowa Assessments Core and Complete Battery Forms E, F, and G		
Grade Level	Identification Score	Screen Score
K-12	95	94
Woodcock-Johnson IV, Tests of Achievement		
Grade Level	Identification Score	Screen Score
PreK-12	95	94

Creative Thinking Ability

Assessments the district administers that provide for creative thinking identification:

Cognitive Abilities Test (CogAT) Form 7, 8; VQN Composite		
Grade Level	Identification Score	Screen Score
K-1	111	110
2-12	112	111
InView – A Measure of Cognitive Abilities		
Grade Level	Identification Score	Screen Score
2-12	112	111
Naglieri Nonverbal Ability Test – Third Edition (NNAT 3)		
Grade Level	Identification Score	Screen Score

K-4, & 8-10	110	109
5-7	109	108
11-12	111	110
Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)		
Grade Level	Identification Score	Screen Score
K-12	112	111
Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities		
Grade Level	Identification Score	Screen Score
PreK-12	112	111
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)		
Grade Level	Identification Score	Screen Score
K-12	51	48-50
Gifted Rating Scales (GRS) (Creativity Scale)		
Grade Level	Identification Score	Screen Score
K-8	*T* Score 66	*T* Score 60-65

Visual and Performing Arts

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

Gifted Rating Scales (GRS) (Artistic Scale)		
Grade Level	Identification Score	Screen Score
K-8	*T* Score 66	*T* Score 60-65
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Visual, Part V; Music, Part VI; Drama, Part VII)		
Grade Level	Identification Score	Screen Score
K-12	Visual: 61 Music: 39 Drama: 57	59-60 37-38 54-56

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)
Whole-grade tests	IQ, Math, Reading & Creative Thinking Math, Reading & Science	2 & 4 11
Individually-administered tests	IQ, Math, Reading, Science and Social Studies	K-12
Audition, performance	Music, Dance, Drama	K-12
Display of work	Art	K-12
Exhibition	Art, Music, Dance, Drama	K-12
Checklists	Creativity, Art, Music, Dance, Drama	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 parents of results of screening or assessment and identification within 30 days.

Students referred with permission on file by September 30 will be tested between October 1 and October 31. Students referred with permission on file by February 28 will be tested between March 1 and March 31. Students referred after March 1 will be tested the following fall.

Screening

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socioeconomic 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 the department of education guidance, the

identification decision is made and the 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.

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 could 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.

Area of Identification	Service Setting	Grade Level	Additional Information
Creative Thinking	Not Applicable	K-12	No gifted education services are available for creative thinking ability.
Superior Cognitive and Specific Academic Ability in Reading and/or Math	Self-contained general ed. Classroom with GIS	5-6	Students identified as gifted in the areas of superior cognitive ability and/or specific academic ability in reading and/or math will receive gifted services through placement in this math or reading class. A gifted intervention specialist is the class teacher. Criteria for Service a) at least 115 ability score and identified in math b) at least 115 ability score and identified in reading
Superior Cognitive and/or Specific Academic Ability in Math	Single Subject Acceleration	8	Students identified with superior cognitive ability and specific academic ability in math will be placed in the math class. Criteria for Service Any one of the following:

			a) identified superior cognitive b) identified in math
Superior Cognitive Ability	College Credit Plus	9-12	Services are available for students identified with superior cognitive ability in CCP courses in the students' academic areas of strength and/or interest.
Specific Academic Ability in Reading, Math, Science, or Social Studies	College Credit Plus	9-12	Services are available for students identified as gifted in any area of specific academic ability in CCP courses, provided the subject area(s) matches the student's area(s) of identification.
Visual & Performing Arts	Not Applicable	K-12	No gifted education services are available for visual and performing arts identification.

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.

If you have questions, please call your building principal or
WENDI MOORMAN MERCER COUNTY ESC GIFTED COORDINATOR
at 419-586-6628.

Board Approved