

Celina City Schools



Celina City Schools District Gifted Education Identification Policy & 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.

Celina serves students in grades 5 and 6, 7, and 9-12 with Superior Cognitive Ability, Specific Academic Ability, and/or Visual and Performing Arts Ability.

Superior Cognitive and/or Specific Academic

- *have achieved at the 95th percentile or higher in reading, math, science, and/or social studies*
- *have a Superior Cognitive Score at the 128 composite or higher*

Visual and/or Performing Arts Ability

- *have a score in the identification range on an approved behavioral checklist AND demonstrate superior ability to a trained individual through a display of work, an audition, and other performances or exhibitions.*

Students may be identified throughout the school year based on evaluations and assessment results; however, decisions regarding gifted services may not be made and/or implemented until the start of a new school year.

When service is provided, student learning is driven by Written Education Plans (WEP) or Written Acceleration Plans (WAP).

Gifted Services in Celina City Schools

Celina City Schools recognizes the importance of ensuring that gifted students are served by qualified teachers who understand their needs. In addition to collaborating with staff on affective and academic strategies and supports for gifted-identified and high-ability students, Gifted Intervention Specialists (GIS) provide services directly to gifted students under requirements determined by the Ohio Department of Education and Workforce and outlined in the Operating Standards for Identifying and Serving Gifted Students (Ohio Administrative Code 3301-51-15). The following services are currently available to students meeting specific criteria in certain grade levels:

Gifted Services for Elementary School

Elementary Services Include	Grade	Required Gifted Identification Area(s)
Self-Contained Classroom with GIS	5-6	Cognitive, Math, and/or Reading

Gifted Services for Middle School

Middle School Gifted Services Include	Grade	Required Gifted Identification Area(s)
Single Subject Acceleration	7 & 8	Cognitive and/or Math

Eligibility

Written criteria for determining eligibility for placement in a gifted service are updated annually and shall be provided to any parent/guardian upon request. Current gifted services require gifted identification in the content area where differentiated instruction occurs and/or an ability score of 115 or higher. In cases where the services are at capacity, students with the highest cognitive scores will be given preference. Subjective criteria

such as teacher recommendations are not used to exclude a student from services in the superior cognitive and specific academic areas if the student is otherwise eligible. Services shall be differentiated and consistent with requirements determined by the Ohio Department of Education and outlined in the Operating Standards for Identifying and Serving Gifted Students (Ohio Administrative Code 3301-51-15).

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 the 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, the identification decision is made 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 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, re-assessment for possible identification occurs 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.

Transfer

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the parent's request. 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).

Withdrawal

If a student wishes to withdraw from gifted programs or services, the parent or child should write the request to the building administrator. If children request to withdraw, parents will be notified.

Assessment Instruments Used for Gifted Identification

The district uses the following assessment instruments for screening and identification according to ORC 3324.01-07

Superior Cognitive Ability	
District Screening	ESC Follow-up Assessments
Cognitive Abilities Test (CogAT) Form 7, 8 Grades K-12 Screening - 126 or 127 Composite Identification - 127 Composite Gr. K, 3, & 7-12 128 Composite Gr. 1-2 & 4-6 <i>Whole grade testing in grades 2 and 4.</i>	InView Cognitive Abilities Assessment Grades 2-12 Screening - 127 Composite Identification - 128 Composite
	Woodcock-Johnson IV (WJ-IV) Grades K-12 Screening - 126 Composite Identification - 127 Composite
	Wechsler Intelligence Scale for Children Grades K-12 Screening - 126 Composite Identification - 127 Composite

Specific Academic Ability	
District Screening	ESC Follow-up Assessments
MAP Growth - Math and Reading Only Grades 2-10 Screening - 94th Percentile Identification - 95th Percentile <i>Whole grade testing in grades 7-10.</i>	TerraNova Achievement Tests Grades K-12 Screening - 94th Percentile Identification - 95th Percentile
The Iowa Assessments Grades K-12 Screening - 94th Percentile Identification - 95th Percentile <i>Whole grade testing in grades 2 and 4.</i>	Woodcock-Johnson IV, Tests of Achievement Grades preK-12 Screening - 94th Percentile Identification - 95th Percentile
The ACT Grades 11 & 12 Screening - 94th Percentile Identification - 95th Percentile <i>Whole grade testing in grade 11.</i>	Stanford Achievement Test Grades K-12 Screening - 94th Percentile Identification - 95th Percentile
Star Reading (Full Star Reading Test Only) Grades Screening - 94th Percentile Identification - 95th Percentile <i>Whole grade testing in grades 3-8.</i>	

****Retesting in reading or math with a paper/pencil test will be offered to students following the winter administration of MAP/STAR if a student meets the following criteria:**

- The student is not already identified as gifted in the subject area.
- At least one of the most recent three administrations of MAP/STAR included a score of 94th percentile in the subject area.

Creative Thinking Ability	
District Screening	ESC Follow-up Assessments
Cognitive Abilities Test (CogAT) Form 7, 8 Grades K-12 Identification - 111 Composite Gr. K-1 112 Composite Gr. 2-12 And GATES 2 <i>Whole grade testing in grades 2 and 4.</i>	InView Cognitive Abilities Assessment Grades 2-12 Identification - 112 Composite And GATES 2
	Woodcock-Johnson IV (WJ-IV) Grades K-12 Identification - 112 Composite And GATES 2
	Wechsler Intelligence Scale for Children Grades K-12 Identification - 112 Composite And GATES 2

Visual and Performing Arts
Demonstrate to a trained individual through the display of work, an audition, or other performance exhibition superior ability in a visual or performing arts area and attain a score of 61 for art, 39 for music, or 57 for drama on the Scales for Rating the Behavior Characteristics of Superior Students checklist (GATES 2). Grades K-12.

<p style="text-align: center;">If you have questions, please call your building principal or <u>WENDI MOORMAN MERCER COUNTY ESC GIFTED COORDINATOR</u> at 419-586-6628.</p>
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