

Celina City Schools  
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 VQN Composite	ID SCREEN	Gr. K-1 = 127 Gr. 2-12 = 128 Gr. K-1 = 126 Gr. 2-12 = 127
InView – A Measure of Cognitive Abilities	ID 128	SCREEN 127
Otis-Lennon School Ability Test – 8 <sup>th</sup> Edition	ID 126	SCREEN 125
Naglieri Nonverbal Ability Test – 2nd Edition (NNAT 2)	ID 126	SCREEN 125
Wechsler Intelligence Scale for Children, 5 <sup>th</sup> Edition (WISC-IV)	ID 127	SCREEN 126
Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities	ID 127	SCREEN 126

Specific Academic Ability

Assessments the district administers that provide for specific academic identification:

Iowa Assessments, Form E, Complete Battery & Iowa Tests of Basic Skills (ITBS), Complete Battery, Form A or C	ID 95 <sup>th</sup> percentile	SCREEN 94 <sup>th</sup> percentile
Stanford Achievement Test, 10th Edition, Complete Battery	ID 95 <sup>th</sup> percentile	SCREEN 94 <sup>th</sup> percentile
TerraNova, 3 <sup>rd</sup> Edition, Complete Battery	ID 95 <sup>th</sup> percentile	SCREEN 94 <sup>th</sup> percentile
Wechsler Individual Achievement Test (WIAT) – 3 <sup>rd</sup> Edition	ID 95 <sup>th</sup> percentile	SCREEN 94 <sup>th</sup> percentile
Woodcock-Johnson IV, Tests of Achievement	ID 95 <sup>th</sup> percentile	SCREEN 94 <sup>th</sup> percentile

Creative Thinking Ability

Assessments the district administers that provide for creative thinking identification:

Cognitive Abilities Test (CogAT) Form 7 VQN Composite	ID Gr. K-1 = 111 Gr. 2-12 = 112	SCREEN Gr. K-1 = 110 Gr. 2-12 = 111
InView – A Measure of Cognitive Abilities	ID 112	SCREEN 111
Otis-Lennon School Ability Test – 8 <sup>th</sup> Edition	ID 110	SCREEN 109
Wechsler Intelligence Scale for Children, 5 <sup>th</sup> Edition (WISC-V)	ID 112	SCREEN 111
Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities	ID 112 ID 111	SCREEN 111 SCREEN 90-110
Gifted and Talented Evaluation Scales 2 (GATES 2) (Creative Thinking: Section, Questions 21-30)	ID 66	SCREEN 60-65
Gifted Rating Scales (GRS) (Creativity Scale)	ID 51	SCREEN 48-50
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Creativity: Part II)		

Visual and Performing Arts

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

Gifted and Talented Evaluation Scales 1 (GATES 2) Artistic Talent Section, Questions 41-50	ID 111	SCREEN 90-110
Gifted Rating Scales (GRS)	ID 66	SCREEN 60-65
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Visual, Part V; Music, Part VI; Drama, Part VII)	Visual: ID 61 Music: ID 39 Drama: ID 57	SCREEN 59-60 SCREEN 37-38 SCREEN 54-56
Art Advanced Placement Scoring Guidelines (Grades 9-12 only)	ID 5	SCREEN 4
Clark’s Drawing Abilities Test (Grades 3-12 only)	ID 9-10	SCREEN 6-8
Ohio Department of Education Rubric	Visual: ID 21-24 Music: ID 18-21 Dance: ID 26-30	SCREEN 16-20 SCREEN 14-17 SCREEN 20-25

Music Talent Assessment Process (MTAP) Dance Talent Assessment Process (DTAP) Theatre Arts Talent Assessment Process (TTAP)	Drama: ID 20-24 <i>See publisher's instructions          for identification and          screening scores</i>	SCREEN 16-19
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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)
Whole-grade tests	IQ, Math, Reading & Creative Thinking	2 & 4
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 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.

### 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.

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 Ability	Cluster group with a gifted intervention specialist	3	Students identified with superior cognitive ability will be cluster grouped in the general education classroom with the gifted intervention specialist working directly with the ID students. <u>Criteria for Service</u> Identified superior cognitive
Superior Cognitive and Specific Academic Ability in Reading and Math	Self-contained general ed. Classroom with GIS	4	Students identified as gifted in the areas of superior cognitive ability and specific academic ability in reading and/or math will receive gifted services through placement in this math or reading class. A gifted intervention specialist in the class teacher. <u>Criteria for Service</u> 115 ability score and identified in math 115 ability score and reading identification
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 in the class teacher. <u>Criteria for Service</u> a) identified superior cognitive b) at least 115 ability score and identified in math c) 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. <u>Criteria for Service</u> 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.