



# ***CROOKSVILLE EXEMPTED VILLAGE SCHOOLS GIFTED AND TALENTED EDUCATION***

## **CROOKSVILLE EVSD POLICY AND PLAN 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):**

Ravens Progressive Matrix	ID 130 SCREEN 125
Woodcock Johnson IV Cognitive Abilities	ID 127 SCREEN 125
CogAT Form 7	ID 129 SCREEN 125

➤ **Specific Academic Ability**

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

STAR Math Enterprise	SCREEN 90% ile
STAR Reading Enterprise	SCREEN 90%ile
Iowa Form E Complete Battery	ID 95% ile SCREEN 90% ile

➤ **Creative Thinking Ability**

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

Ravens Progressive Matrix	ID 130 SCREEN 125
Woodcock Johnson IV	ID 112 SCREEN 110
SCALES	ID 43 SCREEN 32

➤ **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):**

VISUAL	Screening Score	Identification Score
Art Advanced Placement Scoring Guidelines -Grades 9-12 only	4	5
Clark's Drawing Ability Test (Grades 3-12 only)	6 - 8	9 - 10
Ohio Department of Education Rubric	16 - 20	21 - 24
DRAMA	Screening Score	Identification Score
Theatre Arts Talent Assessment Process (TTAP)	See publisher's instructions	See publisher's instructions
Ohio Department of Education Rubric	16 – 19	20 - 24

MUSIC	Screening Score	Identification Score
Music Talent Assessment Process (MTAP)	See publisher's instructions	See publisher's instructions
Ohio Department of Education Rubric	14 - 17	18 - 21
DANCE	Screening Score	Identification Score
Dance Talent Assessment Process (DTAP)	See publisher's instructions	See publisher's instructions
Ohio Department of Education Rubric	20 - 25	26 - 30

b. Checklist Component

Scale – VISUAL	Screening Score	Identification Score
Gifted and Talented Evaluation Scales (GATES)		
(Section V)	57 - 77	78 and above
Gifted Rating Scales (GRS)	60 - 65	66 and above
Scales for Rating the Behavior Characteristics of Office for Exceptional Children - Gifted Services Superior Students (SRBCSS) (Part V)	59 - 60	61 and above
Scale - DRAMA	Screening Score	Identification Score
Gifted and Talented Evaluation Scales (GATES) (Section V)	57 - 77	78 and above
Gifted Rating Scales (GRS) (Creativity Scale)	60 - 65	66 and above
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (PartVII)	54 – 56	57 and above
Scale - MUSIC	Screening Score	Identification Score
Gifted and Talented Evaluation Scales (GATES)		
(Section V)	57 – 77	78 and above
Gifted Rating Scales (GRS) (Creativity Scale)	60 - 65	66 and above
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part VI)	37 – 38	39 and above

Scale - DANCE	Screening Score	Identification Score
Gifted and Talented Evaluation Scales (GATES) (Section V)	57 – 77	78 and above
Gifted Rating Scales (GRS) (Creativity Scale)	60 – 65	66 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	Content Area(s)	Grade Level(s)
• Whole-grade tests	Specific Academic Reading and Math	2-12
• Individually-administered tests	Specific Academic Reading, Math, Science, SS, Superior Cognitive Ability	2-12
• Audition, performance	V/P Arts: Drama, Music, Dance, Visual	4-12
• Display of work	Visual Arts	4-12
• Exhibition	Visual Arts	4-12
• Checklists	Creative Thinking, V/P Arts: Drama, Music, Dance, Visual	2-12

**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.

**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. **(Include all formal services provided by the district.)**

<b>District Name for Service</b>	<b>Service Setting</b>	<b>Grade Level</b>	<b>Criteria for Service</b>	<b>Service Provider</b>
Elementary Cluster	<b>Regular Classroom Cluster Group</b>	3-5	Students with Specific Academic ID in content area are served in that area content with other not identified peers.	Regular Classroom Teacher (Cluster trained with Coordinator support

ROCHS/Dual Enrollment	<b>Regular Classroom Cluster Group</b>	6-12	Students with Specific Academic ID in content area are served in that area content with other not identified peers.	Regular Classroom Teacher (Cluster trained with Coordinator support
ROCHS/Dual Enrollment	<b>Regular Classroom with Acceleration</b>	6-12	Students with Specific Academic ID in content area are served in that area content with other not identified peers.	Regular Classroom Teacher (Cluster trained with Coordinator support

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:  
 Mary Ann Headley at  
 740-982-7015