

**DAWSON-BRYANT LOCAL 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 Academic Ability**

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

InView – A Measure of Cognitive Abilities	Screening: 123 Identification: 128
Wechsler Intelligence Scale for Children – 5 <sup>th</sup> Ed. (WISC-V)	Screening 118 Identification 127
Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities, Standard	Screening: 122 Identification: 127

➤ **Specific Achievement Ability**

**Assessments the district administers that provide for specific achievement identification with a composite score to be utilized for percentile cut offs (provide at least two for assessment and reassessment purposes):**

Iowa Tests of Basic Skills, Form E, Complete Battery;	Screening: 90 <sup>th</sup> to 94 <sup>th</sup> %ile Identification: 95 <sup>th</sup> %ile or above
Wechsler Individual Achievement Test (WIAT) – 3 <sup>rd</sup> Edition	Screening: 90 <sup>th</sup> to 94 <sup>th</sup> %ile Identification: 95 <sup>th</sup> %ile or above
i-Ready Diagnostic	Identification: 95% or above
Woodcock-Johnson IV (WJIV) Test of Cognitive Abilities, Standard;	Screening: 90 <sup>th</sup> to 94 <sup>th</sup> percentile Identification: 95 <sup>th</sup> percentile or above

➤ **Creative Thinking Ability**

**Assessments the district administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes). An intelligence test is used to measure IQ as a whole grade screener and then students must meet appropriate scores on the Renzulli Checklist to qualify.**

InView – A Measure of Cognitive Abilities

Screening: 110; Identification: 112

Wechsler Intelligence Scale for Children – 5<sup>th</sup> Ed

Screening: 110; Identification: 112

Then;

Scales for Rating the Behavioral Characteristics of  
Superior Students (Renzulli Scales)

Identification: 51

➤ **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):**

Audition or Performance in Dance, Theatre, or Music

Screening/Identification: Judgment of  
trained observer

Display of Work in Art or Music

Screening/Identification: Judgment of trained  
observer

Scales for Rating the Behavioral Characteristics of  
Superior Students (Renzulli Scales)

Identification: 51

### 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	Cognitive, Math, Reading, Creative Thinking	Grades two and Five
· Individually-administered tests	SC, SA; R, M, Sci, & SS	K – 12 upon referral
· Audition, performance	Visual & Performing Arts	K – 12 upon referral
· Display of work	Visual & Performing Arts	K – 12 upon referral
· Exhibition	Visual & Performing Arts	K – 12 upon referral
· Checklists	Creative Thinking & VPA	K – 12 upon referral

### 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 of district receiving scores

### 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.

### 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 Enrichment 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>
DBLS	<b>Regular Classroom</b>	3-8	Gifted ID in Reading, Math, and Superior Cognitive	Gifted Intervention Specialist
DBLS	<b>Regular Classroom with Acceleration</b>	9-12	Gifted ID in Reading, Math, and Superior Cognitive	Teacher with Gifted Hours
DBLS	<b>Regular Classroom CC+</b>	9-12	Gifted ID in Reading, Math, and Superior Cognitive	College Professor
DBLS	<b>Regular Classroom Honors</b>	9-12	Gifted ID in Reading, Math, and Superior Cognitive	Teacher with Gifted Hours
	<b>Educational Options</b>			
	<b>Co-teaching Cluster Group</b>			
	<b>Co-teaching Acceleration</b>			
	<b>Co-teaching AP</b>			
DBLS	<b>Resource Room/Pull Out</b>	3-8	Gifted ID in Reading, Math, and Superior Cognitive	Gifted Intervention Specialist
	<b>Co-teaching Honors</b>			
	<b>Educational Options with GIS</b>			
	<b>Self-Contained Classroom (Whole Grade)</b>			
	<b>Self-Contained Classroom (Single Subject)</b>			
	<b>Other (Use of this option should be rare and is likely to generate a request for additional information.)</b>			

### 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 receiving 30 hours of professional development in gifted instruction 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 contact:

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