

**CHESAPEAKE UNION EXEMPTED VILLAGE SCHOOL DISTRICT 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 Ability**

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

Cognitive Abilities Test (CogAT), Form 7 VQN Composite --	K-1=127 / Grades 2-12 = 128, 116 for retest
Cognitive Abilities Test (CogAT), Form 7 QN Composite (ELL Grades 3-12 only)—	Gr. 3-12 = 128, 116 for retest
Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II) –	K-12 = 127, 116 for retest
Stanford-Binet Intelligence Scales- 5th Edition	K-12 = 127 to qualify, 116 for retest
Wechsler Intelligence Scale for Children, 4 th Edition (WISC-IV) --	K-12 = 127, 116 for retest
Wechsler Preschool & Primary Scale of Intelligence- 3 rd Edition -	K-12 = 127, 116 for retest
Woodcock-Johnson III (WJIII), Tests of Cognitive Abilities (including NU edition)--	K-12 = 127, 116 for retest

Iowa Assessments, Form E, Complete Battery	95 th percentile , 90% for retest
Iowa Tests of Basic Skills (ITBS), Form A, Complete Battery	95 th percentile , 90% for retest
Iowa Tests of Basic Skills (ITBS), Form C, Complete Battery	95 th percentile , 90% for retest
Iowa Tests of Educational Development (ITED), Form A, Complete Battery	95 th percentile , 90% for retest
Stanford Achievement Test, 10 th Edition, Complete Battery	95 th percentile , 90% for retest
Tests of Achievement and Proficiency (TAP), Form K/L/M, Complete Battery	95 th percentile , 90% for retest
Wechsler Individual Achievement Test (WIAT), 3 rd Edition	95 th percentile , 90% for retest

➤ **Specific Academic Ability**

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

Iowa Assessments, Form E, Complete Battery	ID 95 th percentile, 90% for retest
Kaufman Test of Educational Achievement, 2 nd Ed., (KTEA-II)	ID 95 th percentile –, 90% for retest
Stanford Achievement Test- 10 th Edition- Complete	ID 95 th percentile –, 90% for retest
Terra Nova, The Second Edition CAT (California Achievement Test 6), Complete Battery, Multiple Assessments	ID 95 th percentile –, 90% for retest
TerraNova Third Edition, Complete Battery	ID 95 th percentile –, 90% for retest
Wechsler Individual Achievement Test (WIAT) - 3 rd Edition	ID 95 th percentile –, 90% for retest
Woodcock Johnson III NU Tests of Achievement, Form C, Brief Battery	ID 95 th percentile –, 90% for retest
Woodcock-Johnson III, Tests of Achievement - NU (Form A or B)	ID 95 th percentile –, 90% for retest

➤ **Creative Thinking Ability**

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

A child shall be identified as exhibiting creative thinking ability superior to children of a similar age if, within the previous 24 months, the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also exhibited sufficient performance as established on an ODE approved checklist. Please list intelligence tests used

Gifted and Talented Evaluation Scales (GATES) (Creative Thinking Section IV)	65 – 82 Screen	83 and above for ID
Gifted Rating Scales (GRS) (Creativity Scale)	60 - 65 Screen	66 and above for ID
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part II Creativity)	48 - 50 Screen	51 and above for ID

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):

Ohio Department of Education Rubric		
Visual	16-20 Screen Score for Retest	21-24 for Identification
Drama	16-19 Screen Score for Retest	20-24 for Identification
Music	14-17 Screen Score for Retest	18-21 for Identification
Dance	20-25 Screen Score for Retest	26-30 for Identification
GATES		
Visual	57-77 Screen Score for Retest	78 for Identification
Drama	57-77 Screen Score for Retest	78 for Identification
Music	57-77 Screen Score for Retest	78 for Identification
Deance	57-77 Screen Score for Retest	78 for Identification

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	Superior Cognitive and Specific Academic	2 nd Grade
• Individually-administered tests	Superior Cognitive and Specific Academic	K-12 by referral or Based on a Score on Screen that Requires a Retest
• Audition, performance	Music/Dance/Drama	K-12 by referral
• Display of work	Visual Art	K-12 by referral
• Exhibition	Visual Art	K-12 by referral
• Checklists	Creative Thinking and Visual/Performing Arts	K-12 by 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.

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.)**

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Chesapeake UEVSD	Guidance Services	K-8 9-12	Recommendation or Request	Shawnee & Ohio Behavioral Health Chesapeake High School
Chesapeake UEVSD	Regular Classroom Cluster Group	K-8	Identification or Scores Under Superior Cognitive, Specific Academic, or Creative Thinking	Chesapeake UEVSD Classroom Teacher
Chesapeake UEVSD	Regular Classroom with Acceleration	K-2, 7-12	Identification or Score on K-2 (DRA Reading Assessments with above grade level scores) will accelerate in reading, 7-12 Math Based on CUEVSD (school district) Created Algebra Readiness Tests from Prentice Hall Algebra Concept Readiness Tests A & B with 85% or Above combined with Grades and Attendance Checklist to Accelerate in Math	Chesapeake UEVSD Classroom Teacher
Chesapeake UEVSD	Regular Classroom AP	11-12	Superior Cognitive, Specific Academic, Creative Thinking or H.S. Guidance Counsel Permission	AP teacher with authorized course
Chesapeake UEVSD	Regular Classroom PSEO	10-12	State Tests, Compass Test, Superior Cognitive , Specific Academic	Ohio University Southern
Chesapeake UEVSD	Resource Room/Pull Out			
Chesapeake UEVSD	Whole Grade and/or Subject Acceleration	K-12	Identification through Superior Cognitive Score and Checklist	Chesapeake UEVSD Classroom Teachers

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 your building principal or
Jamie Shields
at 740-867-3135