

**COVENTRY LOCAL 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 administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):

- **Cognitive Abilities Test (CogAT), Form 7 VQN Composite** - Grades K-1 (Screen=125) (ID=127) Grades 2-12 (Screen=125) (ID=128)
- **Iowa Tests of Basic Skills (ITBS), Complete Battery** - Grades K-12 (Screen=93%tile) (ID=95%tile)
- **InView- A Measure of Cognitive Abilities** – (Screen = 4.0) (ID=128)

Specific Academic Ability

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

- **Iowa Tests of Basic Skills (ITBS), Complete Battery** - Grades K-12 (Screen=93%tile) (ID=95%tile)
- **Wechsler Individual Achievement Test, 3rd Ed. (WIAT)** Grades K-12 (Screen=93%tile) (ID=95%tile)

Creative Thinking Ability

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

Intelligence Test Component

- **Cognitive Abilities Test (CogAT), Form 7 VQN Composite** - Grades K-1 (Screen=5.0) (ID=111) Grades 2-12 (Screen=4.0) (ID=112)
- **InView – A Measure of Cognitive Abilities** - (Screen=4.0) (ID=112)

Checklist Component

- **Gifted and Talented Evaluation Scale (GATES)** Ages 5-18 - (Screen=65-82) (ID=83 and above)
- **Scales for Rating the Behavior Characteristics of Superior Students, 2004 (SRBCSS) (Part II Creativity)** - (Screen=48-50) (ID=51 and above)

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):

Performance Component

- **Ohio Department of Education Rubric** – Visual (Screen=16-20) (ID=21-24) Drama (Screen=16-19) (ID=20-24) Music (Screen=14-17) (ID=18-21) Dance (Screen=20-25) (ID=26-30)

Checklist Component

- **Gifted and Talented Evaluation Scale (GATES) (Section V)** – Visual, Drama, Music (Screen=57-77) (ID=78 and above)
- **Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part V)** – Visual (Screen=59-60) (ID=61 and above) Drama (Screen=54-56) (ID=57 and above) Music (Screen=37-38) (ID=39 and above)

IDENTIFICATION PROCESS

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 district policy and practice; and
- Notify parents of results of screening or assessment and identification within 30 days.

Screening

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 Ability, Specific Academic Areas	2 - 12
• Individually-administered tests	Superior Cognitive Ability, Specific Academic Areas, Visual and Performing Arts, Creative Thinking	K - 12
• Audition, performance	Visual and Performing Arts, Creative Thinking	K - 12
• Display of work	Visual and Performing Arts, Creative Thinking	K - 12
• Exhibition	Visual and Performing Arts	K - 12
• Checklists	Superior Cognitive Ability, Specific Academic Areas, Visual and Performing Arts, Creative Thinking	K - 12

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
Coventry	Guidance Services	5 – 12	Services received from a guidance counselor and/or guidance program specifically designed to meet the social and emotional needs of gifted students, including making academic and career choices. Identification: SC, SA, CT	Coventry Schools Guidance Department
Coventry	Regular Classroom with <i>Cluster Grouping</i>	K – 12	Several gifted students are deliberately placed in one class and services are provided by the regular classroom teacher. Identification: SC, SA, CT	Coventry Schools Classroom Teacher with Support
Coventry	Regular Classroom with <i>Subject Acceleration</i>	K – 12	A gifted student is placed in a classroom with other students who are at a higher grade level (e.g., a third grade student going to a fourth grade room for math) than would normally be expected. Identification: SC, SA, CT	Coventry Schools Classroom Teacher with Support
Coventry	Regular Classroom with <i>Grade Acceleration</i>	K – 12	A gifted student is moved to a higher grade level than would normally be expected for the current year, such as a double promotion (e.g., move from third to fifth grade over the summer) at the end of the prior year or a mid-year promotion (e.g., start year in second grade, move to third grade during the year, and on to fourth grade after the summer) during the current year. Identification: SC, SA, CT	Coventry Schools Classroom Teacher with Support

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Coventry	Regular Classroom <i>AP</i>	9 – 12	College-level courses with corresponding examinations in multiple subject areas (e.g., mathematics, art, history). Credit for college may be obtained if a student takes in an AP examination sponsored by the College Entrance Examination Board and given in the spring of each school year. Identification: SC, SA, CT	Coventry Schools AP Trained Teacher
Coventry	Regular Classroom <i>CCP</i>	7 – 12	Students may enroll in college-level courses and receive college credit and credit toward graduation from high school at the same time. Identification: SC, SA, CT	The University of Akron
Coventry	Regular Classroom <i>Honors</i>	9 – 12	Specific subject area classes which are differentiated from a regular (same) subject area class in terms of breadth, depth, and complexity. Identification: SC, SA, CT	Coventry Schools Classroom Teacher
Coventry	Regular Classroom <i>with Early Entrance to Kindergarten</i>	P - K	Students are admitted to kindergarten before they have reached the district's usual cut-off age and date for kindergarten (e.g., a student with an August birthday would be eligible for early entrance even if the district's cut-off date was July 31). Identification: SC, SA, CT	Coventry Schools Kindergarten Teacher

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 any questions regarding this information, please contact your building principal or Megan Grabski, Gifted & Technology Specialist at 330.644.8489.