

***DISTRICT PROCESS & PLAN  
FOR THE  
IDENTIFICATION & SERVICES  
FOR CHILDREN  
WHO ARE GIFTED***



***CARLISLE LOCAL SCHOOLS***

*724 Fairview Drive*

*Carlisle, OH 45005*

# **DISTRICT PROCESS AND PLAN FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED**

## **DEFINITION**

“Gifted” refers to 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.

## **PROCESS FOR GIFTED IDENTIFICATION**

Carlisle Local Schools uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

## **REFERRALS**

Carlisle Local Schools ensures there are ample and appropriate scheduling procedures for assessments and reassessments using:

- Group or individually administered tests
- Audition or performance
- Display of work or exhibition
- Checklists

Children may be referred on an ongoing basis, through any of the following:

- Child request (self-referral) or child referral of peer
- Teacher recommendation or parent/guardian request
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Referral forms are available on Carlisle Local Schools website and in each school office.

Upon receipt of a referral, Carlisle Local Schools will follow the process as outlined in this information about gifted identification. Parents will be notified of the screening or assessment and identification results.

Carlisle Local Schools shall provide at least two opportunities a year for testing.

### **Stage 1: SCREENING (First Testing)**

Whole grade level testing is administered in the screening stage, in grades 2 and 5.

If a student meets Ohio’s criteria for gifted identification in the screening stage, no further testing is required. Parents must be notified within thirty days of the school’s receipt of screening results.

### **Stage 2: ASSESSMENT (Second Testing)**

When the screening results are not conclusive or a student has been referred as potentially gifted, the student moves to the next stage of the identification process, called assessment. During the assessment phase, the student is given an appropriate test (see Assessment Instruments Used for Gifted Identification below). Only students who score at or above Carlisle Local Schools cut-off score, but below the state identification score, will be “assessed” (e.g., re-tested) for giftedness. Parents must be notified within thirty days of the testing results. Carlisle Local Schools uses the criteria established by the State of Ohio for identification in all areas.

## **ASSESSMENT INSTRUMENTS USED FOR GIFTED IDENTIFICATION**

Carlisle Local Schools uses the following testing instruments for screening and identification. Carlisle Local Schools makes every effort to insure that tests reflect accurate aptitude/achievement, in students with physical and sensory disabilities that assessments used are valid for special populations, and that students are administered tests in their native language when possible. All tests are administered by qualified personnel. Criteria for gifted services may be higher than that for gifted identification.

### **SUPERIOR COGNITIVE ABILITY**

#### **Whole-Grade Screening:**

Cognitive Abilities Test: Grades 2 and 5 (Screen: 125, ID: 128);  
Iowa Test of Basic Skills (ITBS) Grade 5, Form A, B, or C, Complete Battery (Screen: 92%ile, ID: 95%ile)

#### **Other Instruments Used:**

Cognitive Abilities Test (CogAT): Grades K-1 (Screen: 124, ID: 127);  
Cognitive Abilities Test (CogAT): grades 3-4, 6-12 (Screen: 125, ID: 128);  
Das-Naglieri Cognitive Assessment Systems (CAS) (Screen: 124, ID: 126);  
Differential Ability Scales (DAS): grades K-12 (Screen: 124, ID: 126);  
Raven's Progressive Matrices: grades 1-12 (Screen: 120, ID: 125);  
Universal Nonverbal Intelligence Test: grades K-12 (Screen: 124, ID: 126);  
Wechsler Intelligence Scale for Children (WISC-V): Ages 6-16 (Screen: 125, ID: 127);  
Wechsler Preschool & Primary Scale of Intelligence (WPPSI-IV) – 4<sup>th</sup> Edition: Ages Pre-K-7 (Screen: 125, ID: 127);  
Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities: (Screen: 125, ID: 127)

### **SPECIFIC ACADEMIC ABILITY**

#### **Whole-Grade Screening:**

Iowa Test of Basic Skills (ITBS): grades 2 & 5 (Screen: 92%ile, ID: 95%ile)

#### **Other Instruments Used:**

Iowa Test of Basic Skills (ITBS): grades K-1, 3-4, 6-9 (Screen: 93%ile, ID: 95%ile);  
Woodcock-Johnson Tests of Achievement IV (WJ-IV): grades K-12 (Screen: 93%ile, ID: 95%ile)

### **CREATIVE THINKING ABILITY**

Gifted and Talented Evaluation Scale (GATES): grades K-12 (Screen: 65, ID: 83);  
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), grades K-12 (Screen: 48, ID: 51);  
Cognitive Abilities Test (CogAT): grades K-1 (Screen: 109, ID: 111);  
Cognitive Abilities Test (CogAT): grades 2-12 (Screen: 110, ID: 112);  
Das-Naglieri Cognitive Assessment Systems (CAS): grades K-12 (Screen: 109, ID: 111);  
Raven's Progressive Matrices: grades 1-12 (Screen: 113, ID: 115);  
Differential Ability Scales (DAS): grades K-12 (Screen: 124, ID: 1126);  
Universal Nonverbal Intelligence Test: grades K-12 (Screen: 109, ID: 111);  
Wechsler Intelligence Scale for Children (WISC): ages 6-16 (Screen: 110, ID: 112);  
Woodcock-Johnson IV (WJ-IV), Tests of Cognitive Abilities: (Screen: 110, ID: 112)

## **VISUAL OR PERFORMING ARTS ABILITY**

Gifted and Talented Evaluation Scale (GATES): grades K-12, Visual Art, Music, Dance, and Drama (Screen: 57-77, ID: 78 or above);  
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), grades K-12, Visual Art (Screen: 40-52, ID: 53 or above);  
Music (Screen: 25-33, ID: 34 or above);  
Drama (Screen: 36-47, ID: 48 or above);

Display of Work/Audition: Ohio Department of Education Rating Forms:  
Visual Art (Screen: 16-20, ID: 21-24);  
Music (Screen: 14-17, ID: 18-21);  
Dance (Screen: 20-25, ID: 26-30);  
Drama (Screen: 16-19, ID: 20-24)

## **TRANSFER STUDENTS**

Carlisle Local Schools accepts identification scores from other Ohio public schools using assessment instruments approved for use by the Ohio Department of Education. Carlisle Local Schools accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other (private or out of state) school districts and/or trained personnel outside the school district when the test date is within 24 months. Carlisle Local Schools also ensures that any child transferring into Carlisle Local Schools will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal who will notify the Gifted Coordinator of the request.

## **DISTRICT PROCESS AND PLAN FOR THE SERVICE OF CHILDREN WHO ARE GIFTED**

According to Ohio law, all districts must identify students who are gifted. Once students are identified however, districts are not required to offer any services, but may choose services that best meet the needs of their district. The following are services offered by Carlisle Local Schools which shall be provided with equal opportunity to all eligible identified gifted students.

### **SERVICE CONTINUUM**

#### **Grades 3-5**

All students in Grades 3-5 who are identified as gifted in Superior Cognitive Ability, Reading or Math receive gifted services based on their needs. Students are cluster grouped for reading and math instruction. There may also be students who are not identified as gifted in this classroom, but the teacher provides differentiated instruction for the gifted students.

All students in grades 3-5 who are identified as gifted in Superior Cognitive Ability or Reading are automatically cluster grouped in reading at the beginning of each school year. All students in grades 3-5 who are identified as gifted in Superior Cognitive Ability or Math are automatically cluster grouped in math at the beginning of each school year. Students tested individually are placed in a cluster group at a date decided upon by the child's parents and teacher, usually at the beginning of the next marking period. All served gifted students in grades 3-5 will have a Written Education Plan. Any gifted students needing additional affective support (e.g., study skills, social skills, stress management) will be referred to the Gifted Coordinator and/or Counselor who will provide small group counseling or a referral to outside resources.

#### **Grades 6-8**

All students in grades 6-8 who are identified as gifted in Superior Cognitive Ability, Reading, or Math receive gifted services based on their needs. Students are cluster grouped in an advanced class for reading or math. There may also be students who are not identified as gifted in this classroom, but the teacher provides differentiated instruction for the gifted students. All students in grades 6-8 who are identified as gifted in Superior Cognitive Ability or Reading are automatically cluster grouped in reading at the beginning of each school year unless service has been waived per Carlisle Local Schools' policy. All students in grade 6-8 who are identified as gifted in Superior Cognitive Ability or Math are automatically cluster grouped in Math at the beginning of each school year unless service has been waived per Carlisle Local Schools' policy. Students tested individually are placed in a cluster group at a date decided upon by the child's parents and teacher, usually at the beginning of the next marking period. All serviced gifted students in grades 6-8 will have a Written Education Plan. Any gifted students needing additional affective support (e.g., study skills, social skills, stress management) will be referred to the Gifted Coordinator and/or Counselor who will provide small group counseling or a referral to outside resources.

#### **Grade 9-12**

Carlisle Local Schools offer many advanced level courses for students within the regular education curriculum. All students in grades 9-12 who are identified as gifted in Superior Cognitive Ability, Reading, or Math receive gifted services based on their needs through the Honors courses in Language Arts and Math. Although advanced level courses are offered in Science and Social Studies,

these courses are not considered “Gifted Services”, although many students who are identified as gifted participate in these classes.

### **Early Entrance to Kindergarten**

All students, including those who have been identified as gifted, are eligible to be tested and considered for possible Early Entrance to Kindergarten. A student may be considered for admission to Kindergarten before s/he has reached the district’s cut-off age and date for Kindergarten. Parents should contact the Gifted Coordinator or building administrator for a referral form or for more information on the early entrance process as defined by the Carlisle Board Policy Manual (Section 5112). Any student who enters Kindergarten early will receive a Written Acceleration Plan (WAP) for that year.

### **Grade Acceleration**

All students, including those who have been identified as gifted, are eligible to be tested and considered for grade acceleration. A student may be considered for moving to a higher grade level than would normally be expected for the current year, skipping a grade in school (e.g., moving from 3<sup>rd</sup> to 5<sup>th</sup> grade over the summer or starting the year in 2<sup>nd</sup> grade, moving to 3<sup>rd</sup> grade during the year, and moving on to 4<sup>th</sup> grade after the summer). Parents, teachers, students, etc. should contact the Gifted Coordinator or building administrator for a referral form or for more information on the grade acceleration policy as defined by the Carlisle Board Policy Manual (Section 5410). Any student who grade accelerates will receive a Written Acceleration Plan (WAP) for that year.

### **Subject Acceleration**

All students, including those who have been identified as gifted, are eligible to be tested and considered for subject acceleration. A student may be considered for subject acceleration for placement in a classroom with other students who are at a higher grade level (e.g., a Kindergarten student going to a 1<sup>st</sup> grade room for math). Parents, teachers, students, etc. should contact the Gifted Coordinator or building administrator for a referral form or for more information on the grade acceleration policy as defined in the Carlisle Board Policy Manual (Section 5410). Any student who subject accelerates will receive a Written Acceleration Plan (WAP) for that year.

### **Early Graduation**

All students, including those who have been identified as gifted, are eligible to be considered for early graduation. Parents, teachers, students, etc. should contact the Gifted Coordinator or building administrator for a referral form or for more information on the early graduation policy as defined by the Carlisle Board Policy Manual (Section 5464). Any student who is approved for early graduation will receive a Written Acceleration Plan (WAP) for that year.

### **Postsecondary Enrollment Option**

All students, including those who have been identified as gifted, are eligible to be considered for the postsecondary enrollment option. Parents and/or students should contact the high school guidance department for more information on the postsecondary enrollment option as defined in the Carlisle Board Policy Manual (Section 2271).

## **Credit Flex**

All students, including those who have been identified as gifted, are eligible to be considered for credit flex. Parents and/or students should contact the high school guidance department for more information on credit flex as defined in Carlisle High School policy.

## **Educational Options**

All gifted middle and high school students are eligible to be considered for service using educational options. Parents and/or students should contact the Gifted Coordinator or building administrator for more information on educational options as defined in the Operating Standards for Ohio's Schools (OAC 3301-35-06G).

## **WITHDRAWAL FROM SERVICE**

Carlisle Local Schools may recommend a student withdraw from gifted services based on objective criteria. If at any time, a student wishes to withdraw from gifted programs or services, the student should contact the Gifted Coordinator or building administrator to obtain a "Request to Withdraw From Gifted Services" form which will need to be signed and returned to either the Gifted Coordinator or building administrator. If a student requests to withdraw, parents will be notified.

In the case of any proposed withdrawal from the gifted program, an exit conference could be held. Parents, current teacher, receiving teacher, an administrator or guidance counselor and gifted coordinator will be invited to this exit conference. If no conference is held, a waiver of service must be signed by the parent and placed in the student's gifted file.

## **APPEAL PROCEDURE**

An appeal by the parent is the reconsideration of the results of any part of the identification or service process which would include:

- Testing/evaluation procedure or testing instrument (which results in identification)
- The scheduling of children for testing/evaluation
- The placement of a student in any program or service
- Services received

Parents should submit a letter to the Gifted Coordinator outlining the nature of the concern. A meeting will be scheduled with the parent/guardian, which may include other school personnel. The Gifted Coordinator will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

## **WRITTEN EDUCATION PLAN (WEP)**

All students receiving gifted services will have a WEP on file. Parents and appropriate teachers of the student will receive copies. The WEP shall describe services to be provided and specify staff responsible. Goals, homework waivers (when applicable), methods for evaluating progress and schedule for reporting progress will be included.

At the beginning of each school year, classroom teachers write Written Education Plans (WEPs) for students who receive Gifted Services. Each student's WEP contains:

- A description of services provided to the student
- Goals for the student in each gifted area

- Methods for evaluating the student's progress toward each goal
- Staff responsible for ensuring delivery of each service prescribed
- Policies regarding waiver of assignments and re-scheduling of tests, if the student misses an assignment or test because of a gifted class

Written Plans are given to parents by the student's homeroom teacher at Fall Conferences or sent home with 1<sup>st</sup> quarter report cards. Each student is evaluated by his/her classroom teacher, according to the goals in his/her Written Evaluation Plan, at the end of the 4<sup>th</sup> Quarter. These reports are sent home with 4<sup>th</sup> Quarter Report Cards.

For questions or more information  
Please contact:

Jessica Spradlin  
Carlisle Gifted Coordinator  
724 Fairview Drive  
Carlisle, OH 45005  
937-746-3227 ext. 304  
[Jessica.Spradlin@carlisleindians.org](mailto:Jessica.Spradlin@carlisleindians.org)

OR

Your building principal/guidance counselor