

**DANVILLE POLICY AND PLAN  
FOR THE IDENTIFICATION AND SERVICE  
OF CHILDREN WHO ARE GIFTED  
2019/20 SCHOOL YEAR**

DEFINITION

“Gifted” means a student who performs or shows 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):**

InView ID 128 and above, screen 126

WISC-IV ID 127 and above, screen 125

➤ **Specific Academic Ability**

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

Terra Nova, 3<sup>rd</sup> Edition, Core Battery ID 95% ile or above, screen 94% ile

Woodcock Johnson IV, Tests of Achievement-NU (Form AorB) ID 95% ile or above, screen 94%ile

➤ **Creative Thinking Ability**

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

InView ID 112, screen 110

WISC-IV ID 112, screen 110

SRBCCS Third Edition-Part II Creativity ID 51 and above, screen 48-50

➤ **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**

Visual

ODE Rubric ID 21-24, screen 16-20

Drama

ODE Rubric ID 20-24, screen 16-19

Music

ODE Rubric ID 18-21, screen 14-17

Dance

ODE Rubric ID 26-30, screen 20-25

Checklist Component

Visual

SRBCSS Third Edition-Part V ID 61 and above, screen 59-60

Drama

SRBCSS Third Edition-Part VII ID 57 and above, screen 54-56

Music

SRBCSS Third Edition -Part VI ID 39 and above, screen 37-38

Dance

## ➤ 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	Reading, math, superior cognitive, creativity	2,4
Individually-administered tests	Reading, math, science, social studies, superior cognitive, creativity	K through 12
Audition, performance	VPA, CT	K-12
Display of work	VPA, CT	K-12
Exhibition	VPA, CT	K-12
Checklists	VPA, CT	K-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.)**

District Name for Service	Service Setting	Grade Level	Criteria for Service Gifted ID in:	Service Provider
	<b>Guidance Service</b>			
Danville Local Schools	<b>Regular Classroom Cluster Group</b>	3, 4, 5	R, M,Sci.	GIS
	<b>Regular Classroom with Acceleration</b>			
	<b>Regular Classroom AP</b>			
Danville Local Schools	<b>Regular Classroom CCP</b>	11,12	R,M,SS,Sci.	College Teacher
Danville Local Schools	<b>Regular Classroom Honors</b>			
	<b>Educational Options</b>			
	<b>Co-teaching Guidance Service</b>			
	<b>Co-teaching Cluster Gro</b>			
	<b>Co-teaching Acceleration</b>			
	<b>Co-teaching AP</b>			

Danville Local Schools	<b>Resource Room</b>	4,5	R,M	GIS
	<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>	Grade 4 Math Grade 5 Reading	M, SC,R	
	<b>Other (Use of this option should be rare and is likely to generate a request for additional information.)</b>			

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.

If you have questions, please call your building principal or  
DONALD GARVIC, GIFTED COORDINATOR  
 AT: 740-393-6767