

VISUAL/PERFORMING ARTS

Behavior Checklists:
 Scales for Rating the Behavior Characteristics of Superior Students-(SRBCSS) Music: Part VI; Drama: Part VII; Visual Art: Part V (screening), Gifted and Talented Evaluation Scale (GATES) Visual & Performing Arts: Items 41-50 (identification)

Performance Measures:
 Audition or performance (Music, Drama, Dance), Display of work (Visual Art)

Criteria: Sufficient performance at or above raw score as designated by publishers of Behavior Checklists (see chart below) and performance on audition or display of work at or above criteria established in the Ohio Department of Education published guide: Identification of Children Who are Gifted in Visual and Performing Arts Implementation Handbook for Educators.

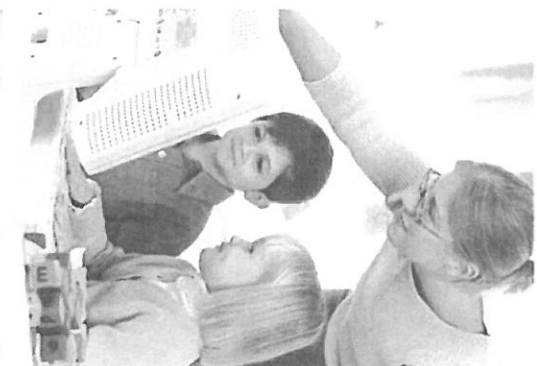
Behavior Checklist Criteria:

	Art	Dance	Music	Drama
Screening:				
SRBCSS	59	N/A	37	54
GATES	57	57	57	57
Identification:				
SRBCSS	61	N/A	39	57
GATES	78	78	78	78
DISPLAY OF WORK	21	26	18	20



DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED

GIFTED AND TALENTED SERVICES JACKSON CENTER LOCAL SCHOOL DISTRICT



FOR ADDITIONAL INFORMATION PLEASE CONTACT THE SCFESC COORDINATOR OF

GIFTED SERVICES:

PHONE (937) 599-5195

JFREDERICK@LOGANESC.K12.OH.US

PB-3 REVISED 13/14JF

Definition

In Ohio, the term "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 following procedures and criteria established by the Ohio Revised Code, Section 3324.03.

Screening & Assessing

The District uses a three-stage approach to screen and identify students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academics ability, creativity, and visual and/or performing arts.

Stage 1:

The first stage of the screening and identification process involves gathering and reviewing relevant existing data on all students and accepting referrals from parents, teachers, and others with knowledge of student abilities. If sufficient data exists, a student may be identified as gifted during this step. Data is considered current if it was administered within 24 months of date child is referred.

Children may be referred on an ongoing basis by a teacher or parent referral or by others such as a psychologist, principal, community member, gifted coordinator, or professional arts instructor. Referral forms are available in all school offices.

By using this data review and referral process, the district assures equal access to screening and further assessment for all district students, including culturally and linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.

OUT-OF-DISTRICT TESTING

The district accepts test scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district. A list of approved tests is available from the Ohio Department of Education Office of Exceptional Children.

WITHDRAWAL

If at anytime, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child and given to the Building Principal or the Gifted Coordinator at the Shelby County Educational Service Center. If children request to withdraw, parents will be notified.

SERVICES

Ohio law is limited to the identification of students as gifted and does not require districts to implement services unless otherwise required by law, rule or as a condition for receipt of funds. Results of the gifted identification process will be shared with school staff that may use this information to plan appropriate educational experiences. These experiences may include cluster grouping, inclusion, flexible grouping, advanced classes, extension activities, acceleration and educational options for grades k-12.

APPEAL PROCEDURE

An appeal by the parent is the reconsideration of the results 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.

Conference

Parents should submit a letter to the superintendent or coordinator outlining the nature of the concern.

The superintendent or coordinator will convene a meeting with a parent/guardian, which may include other school personnel.

Review

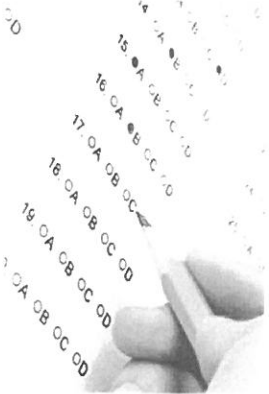
The superintendent or coordinator will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

Written Education Plans

Each identified student who receives services begins with a Written Education Plan (WEP), which documents adjustments made to the curriculum in his/her area(s) of identification and person's responsible for the instructional delivery. WEP progress is shared with parents during parent-teacher conferences throughout the school year.

Assessment Instruments

The district has selected the following assessment instruments for screening and identification. Other instruments approved by the Ohio Department of Education may also be used as needed.



SUPERIOR COGNITIVE ABILITY

Screening Instruments:

Cognitive Abilities Test-Form 7
screening – SAS 110
identification – 127 grades K-2, 128 grades 3-12

Iowa Tests of Basic Skills – Form A, C or E
screening 92%ile identification 95%ile

Special Populations:

Woodcock Johnson III, (WJIII/NU) – Tests of Cognitive Abilities Standard/Extended identification 127

Naglieri Nonverbal Ability Test – Individual Administration screening – 115
identification – K-6 125/7-12 126

Wechsler Intelligence Scale for Children – Fourth Edition screening – 115 identification - 127

Criteria:

Screening- Score at least one standard deviation above the mean, minus the standard error of measurement.

Identification – Score at least two standard deviations above the mean, minus the standard error of measurement or at the 95thile or above on the achievement core.

SPECIFIC ACADEMIC ABILITY

The district will nominate students scoring 110 and above on Cognitive Ability Test for ITBS achievement screening.

Instruments (Group):

Iowa Test of Basic Skills - Form A/C/E
screening 92%ile identification 95%ile

Special Populations:

Woodcock Johnson III, (WJIII/NU) – Tests of Achievement
screening – 90%ile identification - 95 %ile

Wechsler Individual Achievement Test – 2nd Ed.
Screening – 90%ile identification 95%ile

ACT Assessment Program
screening 90%ile identification 95%ile

SAT I Reasoning Test
screening – 90%ile identification 95%ile

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
screening – 90%ile identification 95%ile