
***DISTRICT POLICY
FOR THE IDENTIFICATION OF AND
SERVICES FOR
STUDENTS WHO ARE GIFTED***

Information for Parents



***CLEVELAND METROPOLITAN SCHOOL
DISTRICT
November 2009***

Revised February 2017

IDENTIFICATION

A student in the Cleveland Metropolitan School District is identified as gifted based upon nationally-normed standardized group tests administered to all students in grades K-8. CMSD administers the MAP Test for identification in the areas of Reading and Math.

CMSD's Visual and Performing Arts Department will conduct auditions and evaluations of visual displays of student work along with obtaining a teacher checklist to identify children in the area of Visual Arts, Drama, or Music.

As a result of the group screening, the Gifted Program Manager reviews the test data and sends an invitation letter to the parent/guardian of the children that qualify for gifted services by the ODE mandated ID score specified in the document entitled *Assessment Instruments Used for Gifted Identification, Notice for Parents*. Parents have the option to accept or decline the services. If placement is accepted, it may require a change in school assignment for the child. If placement is denied, the child remains at his/her current school. In the future, if a parent decides to consider the gifted placement, the Program Manager should be contacted to arrange the child's move to the gifted site.

From the group tests, children meeting the District's screen score as specified in the Assessment Instrument document, can be administered a 2nd test on an individual basis by a trained School Psychologist in the area(s) where the screen score was met. If the child meets the identification (ID) score from this 2nd test, the child will be invited into the gifted program.

If the child is not admitted to the gifted program, the child remains in General Education services. Other options such as subject-acceleration or differentiated instruction within the regular classroom are discussed.

Please refer to the document entitled *Assessment Instruments Used for Gifted Identification* to determine the scores required for gifted identification on the group and individual assessments. Individual tests are also administered for the following reasons: (1) a child is new to the District and has no prior standardized testing; (2) a parent applied to the gifted program and test data on record is more than 24 months old.

In the event that a child new to CMSD applies to the gifted program and shows documentation of standardized tests and those tests are on the Ohio Department of Education approved instrument list, the child will be accepted into the program if the criterion is met. If the scores do not meet ID entrance criteria but meet screen criteria, the child is assigned to his/her home school until the individual assessment with a school psychologist is done, within 60 days of the referral.

After the individual psychological evaluation has been completed, the parent will be contacted by telephone to schedule a conference to discuss test scores. A follow-up letter may be sent with results. If the child has met gifted criteria, then he/she will be moved to the gifted site. If criterion has not been met, the child will remain at the home school.

Children may also be referred for gifted programming by completing a *Gifted Identification and Services Application* that can be obtained by calling the Office of Gifted Education at (216) 838-0131 or downloaded from the CMSD website. A child may be nominated by a teacher, school administrator, parent, or self. Children must meet the acceptance criteria as outlined in the *Services* section below.

Methods are used to screen/assess students who are culturally diverse, economically disadvantaged, have a disability or have limited English proficiency. When necessary, special arrangements are made to obtain and administer tests in a student's native language, if other than the English language. For populations of students with physical, sensory, and other disabilities, test accommodations are made to reflect accurate aptitude and achievement results.

SERVICES

Cleveland Metropolitan School District students, who are identified in one or more of the following areas, will be accepted to the CMSD Gifted Education Program: Superior Cognitive, Mathematics, Reading, Science, Social Studies, and Creative Thinking Ability.

Please refer to the document entitled *Assessment Instruments Used for Gifted Identification* to determine the scores required for gifted identification on the group and individual assessments.

All CMSD students are given the opportunity to sit for the group standardized tests administered at the specific grade levels outlined in the Identification section of this brochure. Students exempt from testing are those receiving Special Education services and participate in the Alternate Assessment process as specified in their Individual Education Plan (IEP). Special Education students on IEP's that participate in Statewide and District-wide testing are required to sit for the MAP Testing with or without accommodations, as specified in their IEP and/or written in the procedures and policies in the administration manual of the MAP test.

For those students not maintaining pace of the academic rigor of the program, teachers must implement and document intervention strategies and meet with the parent/guardian at least two times during the quarter before parents can request removal from the program. An exit interview at the end of the quarter is required where a team meets and signs off on the child exiting the program per parent/guardian request. The team must consist of a school administrator, teacher, parent, and Gifted Program Manager. The student's attendance at this meeting is optional.

CMSD services children that are “Twice Exceptional.” Students that are “Twice Exceptional” have been identified as gifted and as having a disability such as ADHD, Autism, Visual Impairment, etc. These students are serviced under their IEP (Individual Education Plan) for their disability and their WEP (Written Education Plan) for their area(s) of giftedness. Classroom placement is determined by the school’s SST (Student Support Team) and may include a self-contained gifted classroom with resource room support from a Special Education Intervention Specialist.

Students in grades 2 through 6 are provided services in a self-contained classroom with other gifted identified students and a Gifted Intervention Specialist licensed in gifted education grades K-12. The gifted self-contained programs are located in 5 designated sites. Students are assigned to the self-contained gifted site closest to their home address. Servicing in the self-contained classroom is full-day, every day.

Students in grades 7 and 8 are serviced in a gifted cluster group in a general education classroom and taught by a teacher that is licensed and highly qualified in the subject area that he/she teaches. Middle grade students participate in Honors coursework at select schools and can achieve high school credit in Algebra I, Language, and Physical Science. Students in grades 9-12 are given the opportunity to participate in Honors and Advanced Placement (AP) programming or may apply to a thematic program specializing in areas such as Science and Medicine, Architecture and Design, Technology, or Engineering.

The Gifted Pull-out Program Model is offered to gifted identified students whose parents choose one of the twelve CMSD New and Innovative (Specialty) Schools in lieu of their neighborhood school. Students are taught in a Resource Room by a Licensed Gifted Intervention Specialist with other gifted identified students for 225 minutes per week in grades 2 through 5 and 240 minutes per week for students in grades six.

CMSD offers the following placement and servicing for its gifted identified students:

- Self-Contained Gifted Classrooms - grades 2-6
- Gifted Pull-out Resource Room - grades 2-6
- Gifted Cluster Groups - grades 7-8
- Honors Program and Advanced Placement Coursework in High School
- Single-Subject or Whole-Grade Acceleration in any CMSD School
- Post-Secondary Enrollment Options
- Early Graduation from High School
- Differentiated Instruction
- Service Learning and other enrichment opportunities

WRITTEN EDUCATION PLANS

Cleveland Metropolitan School District students identified for gifted programming have a Written Education Plan (WEP) written by the Gifted Intervention Specialist and other teachers that provide services during the instructional day. Parents are invited to a WEP Conference during the first quarter of school to discuss:

- Goals for the student for each area of gifted identification
- Methods for evaluating progress toward goals specified
- Staff responsible for ensuring delivery of each service prescribed
- Policies regarding waiver of assignments and rescheduling of tests
- Deadline for next review of WEP
- Copy of WEP to parents and staff responsible for providing services

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