

Statement of Policy

Identification and Service Plan
for
Students Who Are Gifted

Information for Parents



Based upon Ohio Administrative Code 3301-51-15

BOE Approved November 16, 2017

Who is “gifted”?

The Ohio operating standards define “gifted” as 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 section 3324.03 of the Ohio Revised Code.

How are students identified?

Ohio law requires districts to identify students in grades K-12 in the following categories:

Superior Cognitive Ability

Creative Thinking Ability

Specific Academic Ability

Visual and Performing Arts Ability

Math

Dance

Reading

Drama

Science

Music

Social Studies

Visual Arts

When are students screened and assessed?

A student is considered *screened* for gifted identification when he or she is first evaluated using a state-approved instrument for gifted identification.

The district will provide whole-grade screening opportunities in Grade 2 and Grade 6 in the areas of superior cognitive ability, specific academic ability in math and reading, and creative thinking ability.

The district will screen students individually referred for gifted identification within 90 days of referral by a trained individual using state-approved assessments and criteria.

In the case of students who are referred but do not qualify on the initial screening, a second opportunity to be *assessed* with a different state-approved instrument will be provided within the school year. Students referred or eligible for reassessment after March 31st will be scheduled prior to or during the month of October.

Special Populations

The district does not discriminate and special populations are included in screening and assessment procedures. Appropriate instruments are used to include children who come from a low socioeconomic status, minority students, children who are English learners, and children with disabilities in district screening and assessment opportunities.

General Student Population

A student in any grade level may be individually referred by a teacher, parent, the student, or a peer for gifted screening and identification per state guidelines in any of the required identification areas.

Referral Forms may be found on the district website or obtained in any school office.

Parent permission to assess will be obtained before any individual referral assessment takes place. Parent notification of testing results will be by mail, electronic mail or phone within 30 days of district receipt of student results.

Outside Testing and Transfer Students

The district shall accept assessment results that meet Ohio Department of Education qualification standards obtained from other districts or trained individuals outside the district as long as the instruments used at the time of testing were listed on the Ohio Chart of Approved Assessments. Students that transfer into the district will be assessed within 90 days of transfer upon written parent request.

Criteria for Identification

A student shall be identified as exhibiting “**superior cognitive ability**” if the student did either of the following within the preceding 24 months:

- Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed psychologist;
- Accomplished any one of the following:
 - Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
 - Performed at or above the 95% percentile on an approved individual or group standardized basic or composite battery of a nationally-normed achievement test;
 - or
 - Attained an approved score on one or more above-grade level standardized nationally normed approved tests.

A student shall be identified as exhibiting “**specific academic ability**” superior to that of students of similar age in a specific academic ability field, if, within the preceding 24 months, the student performs at or above the 95% percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field.

A student shall be identified as exhibiting “**creative thinking ability**” superior to children of a similar age, if within the previous 24 months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by the Ohio Department of Education, on an approved individual or group test of creative ability;
- Established sufficient performance, as established by the Ohio Department of Education, on an approved checklist of creative behaviors.

A student shall be identified as exhibiting “**visual or performing arts ability**” superior to that of children of similar age if the student has done both of the following:

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;

- Exhibited to a trained individual sufficient performance, as established by the Ohio Department of Education, on an approved checklist of behaviors related to a specific arts area

After any initial gifted identification made in conformance with Ohio Administrative Code, a student shall remain identified regardless of subsequent testing or classroom performance.

Appeal

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)
- Scheduling of your child for assessment
- Placement of your student in any program
- Receipt of gifted services

Parents should submit a letter to the superintendent outlining the nature of the concern. The superintendent will convene a meeting with the parent or guardian and may include other relevant school personnel. The superintendent will issue a written final decision within 30 days of the appeal. The written notice should include a reason for the decision.

Service

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. Students are identified by qualifying scores on assessments approved by the Ohio Department of Education.

Gifted Service Offerings

Grade Level	Area of Identification	Service Setting	Additional Information
1	Superior Cognitive, or Specific Academic Ability in Math or Reading	Cluster grouping with a classroom teacher with gifted education High Quality Professional Development	The classroom teacher has regularly-scheduled support from a full-time Gifted Intervention Specialist.
2	Superior Cognitive, or Specific Academic Ability in Math or Reading	Cluster grouping with a classroom teacher with gifted education High Quality Professional Development	The classroom teacher has regularly-scheduled support from a full-time Gifted Intervention Specialist.
3	Superior Cognitive, or Specific Academic Ability in Math or Reading	Cluster grouping with a classroom teacher with gifted education High Quality Professional Development	The classroom teacher has regularly-scheduled support from a full-time Gifted Intervention Specialist.

4	Superior Cognitive, or Specific Academic Ability in Math or Reading	Cluster grouping with a classroom teacher with gifted education High Quality Professional Development	The classroom teacher has regularly-scheduled support from a full-time Gifted Intervention Specialist.
5	Superior Cognitive, or Specific Academic Ability in Math or Reading	Cluster grouping with a classroom teacher with gifted education High Quality Professional Development	The classroom teacher has regularly-scheduled support from a full-time Gifted Intervention Specialist.
6	Superior Cognitive, or Specific Academic Ability in Math or Reading	Cluster grouping with a classroom teacher	Classroom teachers have completed gifted education High Quality Professional Development.
7	Superior Cognitive, or Specific Academic Ability in Math or Reading	Cluster grouping with a classroom teacher	Classroom teachers have completed gifted education High Quality Professional Development.
8	Superior Cognitive, or Specific Academic Ability in Math or Reading	Cluster grouping with a classroom teacher with gifted education High Quality Professional Development	Classroom teachers have completed gifted education High Quality Professional Development.
8	Subject Acceleration in Math	Cluster grouping of students taking 9 th Grade Algebra I	Students may earn 1 high school math credit.
9	Superior Cognitive, or Specific Academic Ability in Math or Reading	Cluster grouping with a classroom teacher with gifted education High Quality Professional Development	Classroom teachers have completed gifted education High Quality Professional Development.
10	Superior Cognitive, or Specific Academic Ability in Math or Reading	Cluster grouping with a classroom teacher with gifted education High Quality Professional Development	Classroom teachers have completed gifted education High Quality Professional Development.
11	Superior Cognitive or Specific Academic Ability in Math	Cluster grouping with a classroom teacher with gifted education High Quality Professional Development	Classroom teachers have completed gifted education High Quality Professional Development.
7-12	Superior Cognitive, Specific Academic Ability in Math, Reading, Science, Social Studies, or Visual and Performing Arts Ability	College Credit Plus	Students who choose CCP courses in their identified area(s) of strength are served with University-level coursework and instructors.

Acceleration

ORC 3324.10 requires all school districts to implement a student acceleration policy. This statute allows districts, among other things, to place a student in a higher grade level than is typical given the student's age for the purpose of providing student access to appropriately challenging learning opportunities in one or more subject areas. This practice is known as "subject-area acceleration." Acceleration is considered formal gifted service in the initial year of acceleration only.

Please note there are several district **enrichment opportunities** that may address the specific needs of gifted students that cannot be reported as formal gifted service to the Ohio Department of Education:

Other district services for gifted students may include:

- Differentiated curriculum and/or instruction
- Cluster grouping
- Maker Space Activities and STEM Club
- Robotics Club
- STEM Summer Camp
- Engineering Club
- Mentorships
- Honors or Advanced Courses
- Advanced Placement (AP)
- Independent Study
- Academic Challenge Team

Withdraw

If at any time a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child and submitted to your building principal. If children request to withdraw, parents will be notified.

Written Education Plan (WEP)

When students identified as gifted are reported to parents and the Ohio Department of Education **as receiving district gifted service**, they must have a Written Education Plan developed in collaboration with an educator who holds licensure or endorsement in gifted education. The WEP includes goals for each service provided, a method and schedule for reporting progress to students and parents, staff members responsible for delivering service, and an annual date for possible revision.

Students participating in gifted services outside the regular classroom setting (resource room or "pull-out" programs, for example) are exempt from non-critical assignments to the standard curriculum. Any tests or assessments missed while participating in gifted services may be rescheduled.

District Assessment Instruments Approved for Gifted Identification

Superior Cognitive Ability

Cognitive Abilities Test (CogAT)			
Form 7 VQN Composite			
Grades K-1	Screening	125	Identification 127
Grades 2-12	Screening	126	Identification 128
Differential Ability Scales-2 nd Edition			
Ages 2.6-17.11			
	Screening	124	
	Identification	126	
Kaufman Assessment Battery for Children (KABC-II)			
MPI Scoring K-2			
	Screening	125	Identification 127
MPI Scoring 3-12			
	Screening	124	Identification 126
Stanford-Binet Intelligence Scales			
5 th Edition			
	Screening	125	
	Identification	127	
Wechsler Adult Intelligence Scale			
Fourth Edition (WAIS-IV) Ages 16+			
	Screening	125	
	Identification	127	
Wechsler Intelligence Scale for Children (WISC-V) Ages 6-16			
	Screening	125	
	Identification	127	
Wechsler Preschool & Primary Scale Of Intelligence (WPPSI-IV) – FSIQ			
	Screening	125	
	Identification	127	
WPPSI-IV – GAI			
Ages 2.5-7			
	Screening	124	
	Identification	126	

Specific Academic Ability

ACT Assessment Program (AAP)		
	Screening	93 rd percentile
	Identification	95 th percentile
Iowa Tests of Basic Skills (ITBS)		
Form A or C		
	Screening	93 rd percentile
Complete Battery or Core Battery		
	Identification	95 th percentile
Kaufman Tests of Educational Achievement (KTEA)– 3 rd Edition		
	Screening	93 rd percentile
	Identification	95 th percentile
Measures of Academic Progress or Growth		
Reading and Math 2-5, 6+		
	Screening	93 rd percentile
	Identification	95 th percentile
Wechsler Individual Achievement Test (WIAT-III)		
	Screening	93 rd percentile
	Identification	95 th percentile
Woodcock-Johnson IV		
Tests of Achievement		
	Screening	93 rd percentile
	Identification	95 th percentile

Creative Thinking Ability

Cognitive Abilities Test (CogAT)			
Form 7 VQN Composite			
Grades K-1	Screening	111	
Grades 2-12	Identification	112	
Differential Ability Scales-2nd Edition			
Ages 2.6-17.11	Screening	110	
	Identification	111	
Kaufman Assessment Battery for Children (KABC-II)			
MPI Scoring K-2	Screening	111	Identification 112
MPI Scoring 3-12	Screening	110	Identification 111
Wechsler Adult Intelligence Scale			
Fourth Edition (WAIS-IV) Ages 16+	Screening	112	
	Identification	111	
Wechsler Intelligence Scale for Children (WISC – V)			
FSIQ or GAI	Screening	111	
	Identification	112	
Wechsler Preschool & Primary Scale Of Intelligence (WPPSI-IV) – FSIQ			
	Screening	112	
	Identification	111	
WPPSI-IV – GAI			
Ages 2.5-7	Screening	111	
	Identification	110	
<i>In addition to a qualifying score on one of the following rating scales:</i>			
Gifted and Talented Evaluation Scales (GATES-2) Creative Thinking Section			
	Screening	90-110	
	Identification	111	
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part II – Creativity			
	Screening	48-50	
	Identification	51	

Visual and Performing Arts Ability

Ohio Department of Education Performance Rubric and Scales for Visual and Performing Arts Identification

Dance		Drama	
Screening	20-25	Screening	16-19
Identification	26-30	Identification	20-24
Music		Visual Art	
Screening	14-17	Screening	16-20
Identification	18-21	Identification	21-24

Behavioral Checklists and Rating Scales for Visual and Performing Arts Identification

GATES-2 Artistic Talent Section

Questions 41-50

Dance, Drama, Music, and Visual Arts

Screening 90-110
Identification 111

SRBCSS - Part VII for Drama

Screening 54-56
Identification 57

SRBCSS – Part VI for Music

Screening 37-38
Identification 39

SRBCSS – Part V for Visual Arts

Screening 59-60
Identification 61

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