

**Identification and Service Plan and Policy  
for  
Students Who Are Gifted**

**Information for Parents**



**Based upon Ohio Administrative Code 3301-51-15**

**Revised March 2021**

## Definition

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.

## Categories of Identification

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

## Screening and Assessment

A student is screened for gifted identification when he or she is evaluated using a state-approved instrument. A student in any grade level may be individually referred by a teacher, parent, the student, or a peer for screening and possible gifted identification per state guidelines. Referral Forms may be found on the district website or obtained in any school office.

The district will provide whole-grade screening opportunities for all students in Grade 2 and Grade 6 in the areas of superior cognitive ability using the Cognitive Abilities Test. Students who obtain a cognitive score of 112 or higher will also be screened for creative thinking ability with a state-approved rating scale. Specific academic ability in math and reading are measured with The Iowa Assessments.

Any student in grades K-12 may be referred for gifted identification testing for up to two opportunities per year, including whole-grade screening events. In grades that do not have a scheduled whole-grade screening event, the initial referral will be completed within 90 days using state-approved assessments and criteria. Students who score within two points of state cut-off scores are automatically eligible for a second reassessment opportunity using a different testing instrument. Reassessments or referrals submitted after March 31<sup>st</sup> may be scheduled the following September if unable to schedule during April or May.

Parent permission to assess students will be obtained before any individual assessment takes place. Parent notification of students with qualifying test results will be made by mail, electronic mail, or phone within 30 days of district receipt of student results. Any parent may request a copy of his/her child’s results summary.

## Special Populations

The district does not discriminate and special populations are included in screening and assessment procedures. Alternate testing instruments or state-approved alternate scores are

used to include children who come from a low socioeconomic status, minority students, children who are English learners, and children with disabilities.

## **Outside Testing and Transfer Students**

The district shall accept assessment results that meet Ohio Department of Education qualification standards obtained from other districts or administered by 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**

In the event of a parent concern, parents should contact the district Coordinator of Gifted Services or building principal. Within 30 days of parent receipt of student results, an appeal should be submitted in writing to the district superintendent for issues unresolved with the district coordinator and/or building principal regarding the screening process, results, or placement decisions. The superintendent will meet with relevant parties and issue a written final decision within 30 days of the submitted appeal.

### **Gifted Service Offerings**

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 established criteria.

### **Written Education Plan (WEP)**

Students receiving district gifted services in their area of identification will have a Written Education Plan. Developed in collaboration with a gifted intervention specialist, the WEP serves as a communication tool among classroom teachers, parents, and specialists about the gifted service a child receives. WEPs are reviewed annually during fall conferences.

### **Gifted Cluster Grouping – Reading and Math**

Students identified with Superior Cognitive Ability or with Academic Ability in the subjects of Reading or Math will be placed in classrooms each fall with teachers designated as classroom gifted service providers. Any student with a valid identification with Superior Cognitive Ability, or Academic Ability in Reading and/or Math meets the criteria for gifted services through cluster grouping in the following grades:

Elementary – Grades 3-5

Middle School – Grades 6-8

High School – Grades 9-12

If identification during first semester requires a change of course or teacher, parents and school staff will consult to determine if schedule changes are in the best interest of the student. For students who qualify for gifted services within second semester, placement into services that would require schedule or class changes will occur the following year.

### **Acceleration**

The student acceleration policy allows districts 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" or "whole-grade" acceleration. Acceleration is considered formal gifted service in the initial year of acceleration only. A referral for subject or grade level acceleration will be determined by results of the Iowa Acceleration Scale.

Data from Ohio state math test scores and a district-prepared Algebra I pre-assessment are used to determine readiness and need for accelerated placement, regardless of gifted identification. Seventh grade students who meet qualifications in the spring will be placed in math acceleration to Algebra I in the fall of the 8<sup>th</sup> grade year. Students who successfully complete Algebra I in 8<sup>th</sup> grade will earn one high school math credit. Course grades will be calculated in the student's high school GPA.

### **College Credit Plus – Grades 7-12**

Students may apply to enroll in college coursework at local universities to earn both high school and college credit. CCP coursework relevant to a student's area of gifted identification qualifies as gifted service. Please contact the high school guidance department for specific course availability.

### **Additional Opportunities**

Please note there may be additional enrichment opportunities that address the specific needs of gifted students but *cannot* be reported as gifted education services to the Ohio Department of Education:

- Differentiated curriculum and/or instruction
- Cluster grouping
- Maker Space Activities
- Science Club - Elementary
- STEM Summer Camp
- Tech Club – Middle School
- Engineering Club – High School
- Mentorships
- Honors or Advanced Courses
- Advanced Placement (AP)
- Independent Study
- Academic Challenge Team

### **Withdraw**

If at any time a parent wishes to withdraw their child from gifted programs or services, the request should be written by the parent and submitted to the building principal or coordinator of gifted services. If children request withdraw, parents will be contacted for discussion before any change in placement is made.

## District Assessment Instruments Approved for Gifted Identification

### Superior Cognitive Ability

#### Cognitive Abilities Test (CogAT)

##### Form 7 VQN Composite

Grades K-1

Reassessment 125

Identification 127

Grades 2-12

Reassessment 126

Identification 128

#### InView Cognitive Abilities Assessment

Reassessment 126

Identification 128

#### Wechsler Intelligence Scales for Children

5<sup>th</sup> Edition

Reassessment 126

Identification 128

### Specific Academic Ability

#### The Iowa Assessments

##### Form E

Reassessment 93<sup>rd</sup> percentile

##### Complete Battery or Core Battery

Identification 95<sup>th</sup> percentile

#### Woodcock-Johnson IV

##### Tests of Achievement

Reassessment 93<sup>rd</sup> percentile

Identification 95<sup>th</sup> percentile

#### Terra Nova, Third Edition

##### Form G

Reassessment 93<sup>rd</sup> percentile

Identification 95<sup>th</sup> percentile

#### The ACT

##### Grade 11, 12

Reassessment 93<sup>rd</sup> percentile

##### Math, Science, Reading, English/Writing

Identification 95<sup>th</sup> percentile

### Creative Thinking Ability

#### Cognitive Abilities Test (CogAT)

##### Form 7 VQN Composite

Grades K-1

Reassessment 111

Grades 2-12

Identification 112

#### InView Cognitive Abilities Assessment

Reassessment 111

Identification 112

*In addition to a qualifying score on the following rating scale:*

#### Scales for Rating the Behavior

##### Characteristics of Superior Students

Reassessment 48-50

##### (SRBCSS) 3<sup>rd</sup> Ed. Part II – Creativity

Identification 51

## Visual and Performing Arts Ability

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

#### Dance

Reassessment 20-25  
Identification 26-30

#### Drama

Reassessment 16-19  
Identification 20-24

#### Music

Reassessment 14-17  
Identification 18-21

#### Visual Art

Reassessment 16-20  
Identification 21-24

## District Contacts

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