

**PAULDING EXEMPTED VILLAGE SCHOOLS
POLICY AND PLAN
FOR THE IDENTIFICATION AND SERVICE
OF CHILDREN WHO ARE GIFTED**

REVISED 11/14/2022

DEFINITION

“Gifted” means 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 division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

DISTRICT IDENTIFICATION PLAN

The district conducts whole grade screening and 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. All assessments are selected and administered by qualified personnel, taking into account the diverse needs of all our students, and in conformance with *the Code of Fair Testing Practices in Education* (available upon request).

Superior Cognitive Ability

Assessments the district administers that provide for superior cognitive identification (at least two for assessment and reassessment purposes): See the chart below for qualifying scores.

Whole Grade Screening is conducted in grades 2 and 6, with the administration of the CogAT 7.

Assessment	Grade(s) or Ages	Qualifying Scores Identification/Reassessment
Cognitive Abilities Test (CogAT), Form 7		VQN Composite
	K	127/125
	1-2	128/126
	3	127/125
	4-6	128/126
	7-12	127/125
		QN Composite (English Learners and students with reading disabilities)
	3-4	128/126
	5	127/125
	6	128/126
	7-12	127/125
		VN Composite (students with mathematical disabilities)

	K	126/124
	1	125/123
	2	127/125
	3	126/124
	4-6	127/125
	7-10	126/124
	11-12	127/125
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities	2-90	127/124
Iowa Assessments, Form E, Complete Battery	K-12	95 th %-ile
Weschler Intelligence Scale for Children, 5 th Edition (WISC-V)	6-16	127/125

Specific Academic Ability

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

Whole Grade Screening is conducted in Math and Reading, Writing or the combination of the two, in grades 2 and 6, with the administration of the Iowa Assessments, Form E and in Math, Reading/Writing, and Science in grade 11, with the administration of The ACT.

See the chart below for qualifying scores.

Assessment	Grade(s) or Ages	Qualifying Scores Identification/Reassessment
Iowa Assessments, Form E, Complete Battery	K-12	95 th %-ile/94 th %-ile
The ACT	11	95 th %-ile
Woodcock-Johnson IV (WJIV), Tests of Achievement, Forms A and B	2-90	95 th %-ile/94 th %-ile

Creative Thinking Ability

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

Whole Grade Screening is conducted in grades 2 and 6, in the second semester, with the administration of the CogAT 7 and Scales for Rating the Behavioral Characteristics of Superior Students- SRBCSS.

See the chart below for qualifying scores.

Assessment	Grade(s) or Ages	Qualifying Scores Identification/Reassessment
-------------------	-----------------------------	--

Intelligence Tests for Creative Thinking Ability Identification		
Cognitive Abilities Test (CogAT), Form 7		VQN Composite
	K-1	111/109
	2-12	112/110
		QN Composite (English Learners and students with reading disabilities)
	3-12	112/110
		VN Composite (students with mathematical disabilities)
	K	110/108
	1-12	111/109
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities	2-90	112/110
Weschler Intelligence Scale for Children, 5 th Edition (WISC-V)	6-16	112/110
Behavioral Checklists and Rating Scales for Creative Thinking Ability Identification		
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)-Part II Creativity	K-12	51/48-50

Visual/Performing Arts Ability

Assessments the district administers that provide for visual and performing arts identification (at least two for each arts area for assessment and reassessment purposes): See the chart below for qualifying scores.

Assessment	Grade(s) or Ages	Qualifying Scores Identification/Reassessment
Ohio Department of Education Performance Rubrics for Visual and Performing Arts Ability		
Dance	K-12	26-30/20-25
Drama	K-12	20-24/16-19
Music	4-13.11	18-21/14-17
Visual Arts	K-12	51/48-50
Behavioral Checklists and Rating Scales for Visual and Performing Arts Ability		
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)		
Drama-Part VII	K-12	57/54-56
Music-Part VI	K-12	39/37-38

Visual Arts-Part V	K-12	61/59-60
--------------------	------	----------

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 whole-grade tests, individually administered tests, behavioral checklists, rating scales and performance/audition/exhibit or display of work.

The district shall notify parents of the scheduling of assessments and opportunities for testing, and clearly communicate the dates of gifted identification testing, including whole-grade testing. If a parent chooses to opt out of whole-grade testing, the district may follow established procedures. The district shall notify parents within 30 days of receiving assessment results.

Referral

Referral forms are available upon request in the school offices or from the Coordinator, Gifted Services. 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 plan; and
- Complete initial testing within 90 days of referral; and
- Notify parents of results of screening or assessment and identification within 30 days of receiving test scores.

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 who 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 the 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, parental consent is secured and 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. Students moving into the school district who have been previously identified as gifted in another Ohio public school are recognized as gifted. Parents should make sure to inform the principal at registration.

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. All gifted education services are developed and delivered in compliance with Ohio Administrative Code 3301-51-15. See the table below for the services offered to students identified as gifted.

Areas of Gifted Identification	Grade Level(s)	Service Setting	Additional Information
Superior Cognitive Ability	K-1	Early entrance	
	K-12	Whole grade acceleration	
	K-12	Subject acceleration	
	3-6	Resource Room	Gifted Intervention Specialist (GIS)
	7-12	College Credit Plus	
	9-12	Early graduation (academic)	
Creative Thinking Ability	3-6	Resource Room	Gifted Intervention Specialist (GIS)
	7-12	College Credit Plus	
Math	K-12	Subject Acceleration	
	7-12	College Credit Plus	

Reading/Writing	K-12	Subject Acceleration	
	3-6	Resource Room	Gifted Intervention Specialist (GIS)
	7-12	College Credit Plus	
Science	K-12	Subject Acceleration	
	7-12	College Credit Plus	
Social Studies	K-12	Subject Acceleration	
	7-12	College Credit Plus	
Dance	None		
Drama	None		
Music	None		
Visual Art	None		

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, outlining the reason for the request. If children request to withdraw, parents will be notified.