



**BOARDMAN LOCAL SCHOOLS  
POLICY AND PLAN FOR  
GIFTED IDENTIFICATION AND  
GIFTED SERVICES  
2023-2024**

DEFINITION

“Gifted” describes 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 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.

IDENTIFICATION PROCESS

The district shall provide at least two (2) opportunities per year for assessment for referrals. The district ensures there are ample and appropriate scheduling procedures for assessment and reassessment during the school year.

- **Superior Cognitive Ability**

Assessments the district administers that provide for superior cognitive identification:

Inview Cognitive Abilities Assessment	Gr. 2-12 Screen = 125, ID = 128
Cognitive Abilities Test (CogAT), 7th Ed.	Gr. 1 Screen = 125, ID = 127 Gr. 2-12 Screen = 126, ID = 128
Wechsler Intelligence Scale for Children, Fifth Ed. (WISC-V)	Gr. K-12 Screen = 125, ID = 127
Woodcock-Johnson IV Tests of Cognitive Abilities (WJIV)	PreK, K ID = 126 Gr. 1-12 ID = 127

- **Specific Academic Ability**

Assessments the district administers that provide for specific academic identification:

TerraNova, Form G	Gr. 2-12: Screen = 93rd percentile, ID = 95th percentile
Iowa Assessment, Form E	Gr. 1-12: Screen = 93rd percentile, ID = 95th percentile
MAP Growth 2-5 Math & Reading Only	Gr. 2-5: Screen = 93rd percentile ID = 95th percentile
MAP Growth 6+ Math & Reading Only	Gr. 6-10: Screen = 93rd percentile ID = 95th percentile
ACT	Gr. 11-12: Screen = 93rd percentile ID = 95th percentile

- **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification:

Inview Cognitive Abilities Assessment	Gr. 2-12 Screen = 112 ID = 128
Cognitive Abilities Test (CogAT), 7th Ed.	Gr. K-1 Screen = 109, ID = 111 Gr. 2-12 Screen = 110, ID = 112
Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V)	Gr. K-12 Screen = 125, ID = 127
Woodcock-Johnson IV Tests of Cognitive Abilities (WJIV)	PreK, K ID = 126 Gr. 1-12 ID = 127
Scales for Rating the Behavior Characteristics Of Superior Students (SRBCSS)**	Screen = 48-50, ID = 51
Gifted Rating Scales Creativity Section**	Screen = 60-65, ID = 66 *T score

\*\*This checklist is ONLY completed after meeting the screening score on a Cognitive Ability Test listed above.

- **Visual and Performing Arts**

Assessments the district administers that provide for visual and performing arts identification:

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Musical: Part VI; Artistic: Part V; Dramatic: Part VII	Screening Scores: 37 (Musical), 59 (Artistic), 54(Drama) ID = 39 (Musical), 62 (Artistic), 57 (Drama)
Gifted Rating Scales Artistic Talent Selection	Screen = 60-65, ID = 66 *T score
Ohio Department of Education Rubric	Screening Scores: 14 (Instrumental Music), 14 (Vocal Music), 20 (Dance), 16 (Drama), 16 (Visual Art) ID = 18 (Instrumental Music), 18 (Vocal Music), 26 (Dance), 20 (Drama), 21 (Visual Art)

### Identification Options

The district ensures there are ample and appropriate scheduling options for assessments and reassessment as follows:

<b>Type of Assessment</b>	<b>Content Area(s)</b>	<b>Grade Level(s)</b>
Whole-grade tests	Superior Cognitive, Creative Thinking, Reading/Writing, Math	2 & 6
Individually-administered tests & small-group testing	Superior Cognitive, Reading/Writing, Math Science & Social Studies	K-12
Audition, performance	Visual & Performing Arts	K-12
Display of work	Visual & Performing Arts	K-12
Exhibition	Visual & Performing Arts	K-12
Checklists	Creative Thinking, Visual & Performing Arts	K-12

### Referral

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 brochure; and notify parents of results of screening or assessment and identification within 30 days.

### 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 whom 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, 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.

### 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).

### Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

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.

**Chart Includes all formal services provided by the district.**

<b>District Name for Service</b>	<b>Service Setting</b>	<b>Grade Level</b>	<b>Criteria for Service</b>	<b>Service Provider</b>
Gifted Services	<b>Regular Classroom</b>  *Cluster Grouping if possible	K-3	Identification in Superior Cognitive, Reading, Math, Creative Thinking, Social Studies, Science	General Education Teacher with professional development and ongoing support; Gifted Coach
Gifted Services	<b>Regular Classroom</b>  *Cluster Grouping if possible	4-6	Identification in Superior Cognitive, Reading, Math, Creative Thinking, Social Studies, Science	General Education Teacher with professional development and ongoing support; Gifted Coach
Gifted Services	<b>Regular Classroom</b>  *Cluster Grouping if possible	7-8	Identification in Superior Cognitive, Reading, Math, Creative Thinking, Social Studies, Science	Gifted Instructor; General Education Teacher with professional development and ongoing support; Gifted Coach
Gifted Services	<b>Regular Classroom</b>	9-12	Identification in Superior Cognitive, Reading, Math, Creative Thinking, Social Studies, Science	AP Classes Honors Classes Gifted Coach; General Education Teacher with professional development and ongoing support
Gifted Services	<b>Regular Classroom</b>	4-12	Identification in Visual and Performing Arts	General Education Teacher with professional development and ongoing support; Gifted Coach

### Withdrawal / Refusal

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. If children request to withdraw, parents will be notified.

### District Enrichment Plan

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

### Identification and Service Plan Approval

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.