

**Struthers City Schools
Policy and Plan for the
Identification and Service of Children who are Gifted
Adopted Fall 2025**

DEFINITION OF GIFTED

“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

Struthers 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**. Struthers follows 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.

DISTRICT ASSESSMENTS

Superior Cognitive Ability

Assessments Struthers administers that provide for superior cognitive identification:

<p>InView Cognitive Abilities Assessment Grades 2-12: Screen= 126, ID= 128</p> <p>Woodcock Johnson IV Test of Cognitive Abilities Grades K-12: ID= 127</p>	<p>Cognitive Abilities Test (CogAT) - 7th Edition Grades 3,7-12: Screen = 125, ID = 127 Grades 1,2,4-6: Screen = 126, ID = 128</p> <p>Or a combination of subtest composite scores as referenced in the ODE Assessments Approved for Gifted Identification.</p>
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Specific Academic Ability

Assessments Struthers administers that provide for specific academic identification:

NWEA Map Growth Assessment-Reading Grades 2-6: Screen=93rd percentile, ID=95 percentile	Stanford Achievement Test, 10th Edition Grades K-12: Screen=93rd percentile, ID=95 percentile
Iowa Assessments, Complete Battery 10th Edition Grades K-12: Screen=93rd percentile, ID= 95 percentile	The ACT-Reading, Science and Math Grades 11,12: ID=95th percentile

Creative Thinking Ability

Assessments Struthers administers that provide for specific academic identification:

InView Cognitive Abilities Assessment Grades 2-12: ID=112	Cognitive Abilities Test (CogAT) - 7th Edition Grades 1: Qualifying Score= 111 Grades 2-12: Qualifying Score = 112
Gifted and Talented Evaluation Scales, 2nd Edition Grades K-12 Screening Score 90-110, ID=111	Gifted Rating Scales (GRS) Grades K-8: Screen 60-65, ID 66
Woodcock Johnson IV Test of Cognitive Abilities Grades K-12: Screen-112	

IDENTIFICATION PROCESS

Struthers will provide ongoing opportunities each year for assessment in cases of children requesting assessment or recommended for assessment by teachers, parents or others.

Struthers ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
Whole-grade tests	Superior Cognitive, Specific Academic: Reading, Math	2 and 5 2-8
Individually-administered tests & small-group	Superior Cognitive, Specific Academic: Reading, Math, Science, Social Studies, Creative Thinking	K-12
<ul style="list-style-type: none"> -Audition, performance -Display of work -Exhibition -Checklists 	Visual & Performing Arts & Creative Thinking	K-12

Equitable Testing Guidance

- Struthers uses allowable student IEP and 504 accommodations. If a particular test does not allow for their use, Struthers does select a comparable approved test.
- Struthers uses or eliminates subtests as specified on the Chart of Approved Assessments and Gifted Identification FAQ.
- Struthers selects instruments that allow for equitable identification of underrepresented populations (Minority students; Students who are economically disadvantaged; Students with disabilities; and English learners.)
- Struthers does not alter identification criteria other than that established in the Ohio Revised Code and Ohio Administrative Code.

Equal Access to Testing and Services for Underrepresented Populations

Struthers ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities and children for whom English is a second language.

These students could include the following:

- Minority students

- Students who are economically disadvantaged
- Students with disabilities
- English Language Learners

Struthers ensures that assessment instruments:

- Are administered by a trained individual in conformance with the instructions provided by their publisher;
- Have been validated for the specific purpose and populations for which they are used and measure the specific area(s) of gifted ability;
- Allow for appropriate or additional screening and identification of minority or disadvantaged students, students with disabilities, and English learners;
- Are provided and administered in the student's native language or other mode of communication if English is a barrier to the student's performance or if requested by the parent;
- Are provided and administered using the accommodations in a student's Individualized Education Program or 504 Plan. If these accommodations are not consistent with a test's allowable accommodations, a comparable approved assessment instrument shall be used; and
- Are selected and administered so as to best ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's disability or impaired sensory, manual or speaking skills.

Struthers 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. Provisions will be considered for students eligible for services to support English Language Learning, or other services, in addition to Gifted Services.

Referrals

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.

Procedures for Administering Assessments

Struthers notifies parents for/of:

- Scheduling of assessments, including whole-grade screenings in newsletters and district calendars
- Assessment results that indicate gifted identification (within 30 days of ID)
- Appeals procedures related to assessments and results

Screening

Struthers 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 are English Learners. Access is offered through offering an alternative approved assessment and providing allowable accommodations, as necessary.

Identification Of Giftedness

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, at Struthers City Schools.

Out of District Scores

Struthers 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 to Struthers

Struthers City School 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, or gifted contact.

Early Entrance/Whole Grade Acceleration of Students

Struthers City Schools recognizes the need to challenge individual students through offering appropriate learning settings. In cases where the appropriate setting may be a grade level classroom higher than the child might typically be placed a team will be convened to collect and consider ability, aptitude, achievement and behavioral data. Students being recommended for acceleration will be considered using Struthers Board of Education Policy 5221-Entrance Requirements, and Ohio's Department of Workforce and Education Acceleration Policy for Advanced Learners.

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

Struthers 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.

District Name for Service	Service Setting	Grade-Level(s)	Criteria for Service	Service Provider
English Language Arts/Math/Creative Thinking	Regular Classroom with Cluster Group	2-8 grade	Superior Cognitive AND/OR Reading /Math Identification AND/OR Creative Thinking ID	General Education Classroom Teacher
English Language Arts/Math/Creative Thinking	Compacted Math ¾ Accelerated Math 8	7th-8th grade Algebra I		General Education Math Teacher (Pre-Algebra/Algebra)
Gifted Services English Language Arts/Math/Creative Thinking	Honors/AP/CCP	9-12 grade	Superior Cognitive AND/OR Reading/Math Identification AND/OR Creative Thinking	General Education ELA/Math Teacher
Gifted Service: Acceleration	Regular Classroom with Whole Grade and/or Subject Acceleration	K-12 grade	Superior Cognitive AND/OR Related Content Identification	General Education Classroom Teacher

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. These plans will be shared with parents electronically to the guardian's email address on file.

Progress Reports

Parents will receive Written Education Plan Progress Reports Mid and End of Year. These plans will be shared with parents electronically to the guardian's email address on file.

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

If you have questions, please call your building principal or

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