

Whitehall City Schools
Plan
for the Identification and Service
of Children Who Are Gifted
2025-26

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 administers whole grade gifted identification assessments and individual referrals for gifted identification. The district accepts screening and identification scores completed within the preceding twenty-four months for students moving into the district and will screen or reassess 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 utilized by public school districts for gifted identification purposes must be on the [Ohio Department of Education’s list of assessments approved for gifted identification and prescreening](#).

Ø Superior Cognitive Ability

Assessments the district administers that provide for superior cognitive gifted identification:

Instrument Name	Grade administered	Reassessment Score	Identification Score
In-View	K-12	127	128 or above
<i>Iowa Assessments Form G</i>	K-12	94 th percentile	95 th percentile or above

WISC V <i>Woodcock Johnson Test of Cognitive Abilities, 4th Ed.</i>	K-12 K-12	See ODE's list of approved assessments for gifted identification. Reassessment score=ID score - 1	See ODE's list of approved assessments for gifted identification. WISC V & WJ IV ID scores vary by level and applicable battery or composite score.
NNAT 3 COGAT – FORMS 7 & 8	K-12 K-12	See ODE's list of approved assessments for gifted identification. Reassessment score=ID score - 1	See ODE's list of approved assessments for gifted identification. NNAT 3 ID scores vary by level and applicable battery or composite score. See ODE's list of approved assessments for gifted identification. CogAT Form 8 ID scores vary by level and applicable battery or composite score.

Ø Specific Academic Ability

Assessments the district administers that provide for specific academic identification:

Instrument Name	Grade administered	Reassessment Score	Identification Score
i-Ready Diagnostic Math & Reading	2-5	94 th percentile	95 th percentile or above
TerraNova Achievement Test	K-12	94 th percentile	95 th percentile or above
<i>Iowa Assessments Form G</i>	K-12	94 th percentile	95 th percentile or above
<i>Woodcock Johnson IV Achievement Test</i>	K-12	94 th percentile	95 th percentile or above
<i>Stanford Achievement Test (10th Edition)</i>	K-12	94 th percentile	95 th percentile or above
STAR Reading and Math Tests	6-8	94 th percentile	95 th percentile or above

Creative Thinking Ability

The district uses one or more of the Cognitive Assessments listed in the above section as a pre-requisite to assessment for creative thinking and gifted identification. Students must meet the qualifying score for the second phase of screening for gifted identification

in the area of creative thinking using one of the following approved ODEW assessment instruments:

Instrument Name	Grade administered	Qualifying Score for Creative Thinking Ability Retest/Rescreen	Qualifying Score for gifted identification in the area of Creative Thinking Ability
<i>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) administered</i>	K-12	score of 48-50 results in a reassessment or	Score of 51 or above = creative thinking gifted ID
Gifted Rating Scales (GRS) – Creativity Scales; score of 66 or above = creative thinking ID/score of 60-65 results in a reassessment	K-12	score of 60-65 results in a reassessment	Score of 66 or above = creative thinking gifted ID
Torrance Test of Creative Thinking.	K-12	score at the 94 th percentile.	Torrance Test of Creative Thinking. Minimum score of at or above the 95 th percentile.

Visual and Performing Arts

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

Instrument Name	Grade administered	Reassessment Score	Identification Score
<i>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)</i>	K-12	Art: 59-60 Dance: 29-31 Drama: 54-56 Music: 37-38	Art: 61 or above Dance: 32 or above Drama: 57 or above Music: 39 or above
<i>Performance Evaluation Tools from ODE</i>	K-12	Art: 16-20 Dance: 20-25 Drama: 16-19	Art: 21 or above Dance: 26 or above Drama: 20 or above

		Music: 14-17	Music: 18 or above
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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, students, or other staff.

The district provides whole grade screening and assessment opportunities each school year through the administration of the following:

Type of Assessment	Content Area(s)	Grade Level(s)
Whole-grade tests	Superior Cognitive Ability Specific Academic Ability – Math and Reading	Math: 2-8 Reading: 2, 6-8 Superior Cognitive & Creativity Thinking ability: 2 and 5
Individually administered assessments	Superior Cognitive Ability Specific Academic Ability - Reading, Math, Science, Social Studies Creativity Thinking ability and Visual Performing Arts	All (as requested) K-12 and reassessment as needed
Audition, performance	Drama, Music (instrumental and vocal) Dance	K-12 by referral

· Display of work	Visual Art	K-12 by referral
· Checklists/rubrics	Drama, Music, Art Dance	K-12 by referral

Referral

Children may be referred for assessment for gifted identification by communicating with the district gifted services coordinator. Referral types:

- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Child referral of peer
- 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 document; and
- Notify parents of results of screening or assessment and identification within 90 days.

Screening

The district will utilize an approved Gifted Identification Assessment from the Ohio Department of Education and Workforce Development. 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.

Steps Taken to Ensure Equal Access of Underrepresented Populations

- Use of alternative intelligence tests including nonverbal testing
- Use of a rolling window for referrals for any student within the district as well as transfer students
- Individual consultation with teachers in regards to characteristics of underserved populations
- Whole grade in reading and math testing multiple times per year in a large range of grade levels to ensure each student is assessed.
- Modifications aligned to testing manuals to ensure accommodations are made for those who require them.
- A variety of possible test measures in order to meet the needs of the population served within the district

Identification

When the screening assessment has been completed, if the data obtained meets the approved ODE cut-off scores specified in the ODE guidance document, the identification decision is made and student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Procedures to Ensure Equal Access within Services

- Students who meet identification criteria are invited to service
- Transportation is guaranteed within the district to district programming which is only in certain schools
- As new students transfer in or are identified during the year the district evaluates enrollment and in cases where students can be placed in service where equal access can be given across the district placement will be made.

Reassessment

If the student data or score from an approved screening instrument or from an approved identification instrument is within a district-specified range, reassessment for possible identification can occur with parental consent.

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 in writing. Parents shall contact the building principal who will then communicate with the district's gifted services coordinator.

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.

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Single Subject Acceleration	Regular Classroom with Acceleration	K-12	Meets district acceleration policy and MTSS process	General Education Teacher licensed for course
Single Subject Acceleration with GIS as the teacher of Record	Self-Contained Single Subject	4-5	Meets district single subject acceleration policy and MTSS process	GIS
<u>AP Courses</u> (variety in all content areas which varies by student enrollment)	Regular Classroom AP	9-12	Gifted identification in superior cognitive ability, Math, Reading, Science, or Social Studies (the subject area corresponding with the course of enrollment). Non-gifted ID'd students may select to take AP courses	AP-trained teacher with authorized AP course and training by Gifted Specialist or approved gifted professional development

CCP Approved course (varies)	Regular Classroom CCP	7-12	Gifted identification in superior cognitive ability, Math, Reading, Science, or Social Studies in the subject area corresponding with the course of enrollment. Non-gifted ID'd students may select to take CCP courses.	CCP Trained teacher with authorized course
<u>Honors Courses</u>	Regular Classroom Honors	6-12	Gifted identification in superior cognitive ability, Math, Reading, Science, or Social Studies in the subject area corresponding with the course of enrollment. Non-gifted ID'd students maybe recommended to participate in Honors courses.	Regular Classroom Teachers approved training by Gifted Specialist or approved gifted professional development. May also be a licensed gifted intervention specialist
Gifted Single Subject Self Contained	Self-Contained Classroom (Single Subject)	4-5	<u>24-5</u> Gifted Reading Sections- SC or reading ID for reading course sections	Gifted Specialists
Gifted Resource Room/ Pull Out	Resource room/ Pull out	2-5	GIS provides services to a maximum of 20 students at one time and a max. caseload of 80 students who are gifted	Gifted Specialist

Gifted Honors Courses / Gifted grouping	Cluster class/ grouping	6-8	Classrooms where Reg. Ed Teacher is teacher of record for both gifted and regular ed students who have been placed according to gifted identification in the content area of course.	Regular Classroom Teachers &/or GIS Support and PD aligned for gifted.
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Written Education Plans

When a student has been identified as Gifted and parents have requested Gifted Service, the student must have a Written Education Plan (WEP) in compliance with the Ohio Department of Education's, *Operating Standards for Identifying and Serving Gifted Students*.

Withdrawal

If at any time a student or parent wishes to withdrawal from Gifted programs or services, the parent will be asked to complete the Gifted Withdrawal Form found on our district website or provided by staff. Forms should be turned in to the Director of Teaching and Learning. Parents can request future Gifted service by contacting the Director of Teaching and Learning. If a student requests to withdrawal, parents will be notified.

DISTRICT ENRICHMENT

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 score 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 PLANS FOR STUDENTS IDENTIFIED AS GIFTED WILL BE AVAILABLE THROUGH THE WHITEHALL CITY SCHOOLS WEBSITE.

If you have questions, please contact:

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