2025-2026

Valley View Local School District

This document includes the identification and service plan for Valley View Local School District.

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Valley View Local Schools
Commitment to Education

Valley View Local Schools believes that all children are entitled to an education that meets their individual needs. We are committed to providing children with opportunities to progress their abilities.

Aligned with the Valley View Local Schools Strategic Plan (2024–2029), the Gifted Education Plan reflects the district's commitment to advancing learning as one system. Gifted programming is designed to elevate academic excellence, foster innovation, and support the intellectual, social, and emotional development of learners—ensuring that advanced students are challenged, supported, and prepared to thrive in future pathways.

The Gifted Education Plan supports district strategic priorities by:

- **Advancing academic excellence** through rigorous, differentiated instruction, acceleration, and higher-level thinking opportunities aligned to district standards and expectations.
- **Providing engaging, innovative learning experiences** that promote problem-solving, creativity, leadership, and flexible pathways for student growth and future readiness.
- **Supporting the whole child** by addressing the intellectual, social, and emotional needs of gifted learners while ensuring equitable access to identification and services.

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. The district uses the current Ohio Department of Education and Workforce-approved assessment list in effect at the time of testing. Any assessment that is given in the district and is on this approved list must be used for gifted identification. The following testing instruments are used for whole grade screening opportunities, can be used as a rescreen for students who qualify, or referral for students who are nominated.

Specific Academic Ability

Students will be identified as gifted in the area tested if he/she scored at or above the 95th national percentile rank (NPR). Students will be afforded a rescreen opportunity if scoring between the 92nd and 94th NPR. Whole grade screenings will take place in the grade noted below.

- Grade 1 - Reading and math using the Iowa Test of Basic Skills (Form E-G)
- Grades 3-5 - Reading and math using NWEA MAP Growth
- Grade 6 - Science using the Iowa Test of Basic Skills
- Grades 6-8 - Math using FastBridge

The following assessments can be used at any grade level for referral or rescreening:

- Stanford Achievement Test (SAT 10)
- Woodcock-Johnson IV (WJ IV) Tests of Achievement
- Iowa Test of Basic Skills (Form E-G)

Superior Cognitive Ability

Identification scores for superior cognitive assessments are noted on the Ohio Department of Education and Workforce's Website. Whole grade screenings will take place in grades 2 and 4. Students will be given the NNAT3 (Naglieri Nonverbal Abilities Test, Third Edition
The following assessments can be used at any grade level for referral or rescreening:

- CogAt (Cognitive Abilities Test, Form 7 or 8 VQN Composite). A QN composite can be used with English learners and students with serious reading disabilities. A VN composite can be used with students with mathematics learning disabilities
- Woodcock-Johnson Cognitive (Option for individual referral or rescreen)

Creative Thinking Ability

Creative thinking ability is assessed only when students are referred for this testing. This is not a required screening. Creativity gifted identification is a two-part task. Students must meet a cognitive criterion as well as a qualifying score on a creativity screener. The cognitive thresholds are listed in the cognitive assessment tables on the approved assessment list.

Visual and Performing Arts

These are assessments the district administers that provide for visual and performing arts identification. Students in grades K-12 are screened by referral and/or nomination. Nominations

for screening must be submitted by written request to the gifted coordinator. Identification is a two-part process. If a student attains the identification criteria checklist score, the student will be invited to submit a portfolio of works or participate in an audition to be evaluated using the Ohio Department of Education Visual and Performing Arts Rubric.

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 a school staff member, teachers, parents, or other children. The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Referrals

- Children may be referred in writing on an ongoing basis, based on the following:
    - Child request (self-referral);
    - Teacher/school staff 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 document; 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

The selected screening assessment is an approved identification instrument. When the screening assessment has been completed and if the score meets the cut-off scores specified in the Ohio Department of Education guidance, then 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 falls within a district-specified range below the identification score, re-assessment for possible identification occurs. A different approved assessment tool will be used to reassess the student.

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. If a student is transferring from an out-of-state school, the testing instrument that was used for identification will be cross-referenced with the current approved assessment list from the Ohio Department of Education. 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 or the gifted 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. The following is a list of all formal service options available through the district.

Grade Level	Service Setting	Service Provider
Grades K-5	Gifted students are clustered in groups of 3–8 within the general education classroom whenever possible. Instruction is differentiated to provide increased depth, complexity, and opportunities for higher-level thinking. Cluster grouping may occur across identification areas when needed to ensure access to services. Classroom teachers providing gifted services participate in professional development focused on meeting the needs of gifted learners through differentiation in specific content areas.	General Education Classroom Teacher
Grades 6-8	Gifted students continue to receive services through cluster grouping within the general education classroom and through honors or advanced coursework when available. Instruction emphasizes increased rigor, accelerated pacing, and advanced application of skills. For courses without honors or advanced options, cluster grouping remains a service option. Eighth-grade students enrolled in Algebra I	General Education Classroom Teacher

	or 9th-grade Physical Science receive written acceleration plans developed collaboratively by the Gifted Supervisor and teacher of record.	
Grades 9-12	Gifted students access advanced coursework options including Honors, Advanced Placement (AP), and College Credit Plus (CCP). When higher-level coursework is not available or appropriate for the student, cluster grouping within the general education classroom provides continued differentiation and support. Teachers providing instruction to gifted students participate in professional development focused on differentiation and advanced instructional strategies.	General Education Classroom Teacher
Additional Service Options:		
Academic Acceleration	Acceleration is considered as part of the continuum of gifted services when determining the most appropriate educational placement for individual students. Options may include subject acceleration or whole-grade acceleration. The district utilizes the Iowa Acceleration Scale for whole-grade acceleration and recommends its use for single-subject acceleration decisions. Early entrance to kindergarten may also be considered for qualifying students.	

Service Notes:

- Students identified as gifted in superior cognitive ability or creative thinking ability receive services in English/language arts, mathematics, science, and social studies, as appropriate to individual student needs.

Written Education Plans

Gifted students will have records annually provided by a qualified service provider that outlines their services and sets specific goals to be achieved over the course of the year to ensure growth and enrichment. This document is the Written Education Plan. Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor. When students are identified as gifted, they are reported to parents and the Ohio Department of Education as served, and they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students.* CCP students' Written Education Plans will be written in collaboration with the high school guidance counselor and the gifted supervisor, using the course syllabus as a guide for the goal of course completion.

Written Education Plan Timeline:

- Initial WEPs will be completed and sent out district-wide to be signed.
- Mid-Year WEPs will be completed and sent home.
- End of Year WEPs will be completed by the last day of school and sent home with final grade cards.

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, if he or she is 18 years of age or older, to the building administrator. If children request to withdraw, parents will be notified. This is considered a decline of services and must be renewed each year. Parents may decline services for their student on an annual basis and must have appropriate documentation on file for the student.

Additional Notes:

- Early entrance to kindergarten is an option for qualifying students as a gifted service.
- The number of students identified each year should be considered, and services adjusted to meet the needs of the population.
- The social/emotional component of working with gifted students is critical and should not be overlooked. Counselors must work together (with the classroom teacher when appropriate) to ensure the social/ emotional needs are met.
- Students who have dual exceptionalities are to be offered appropriate services in accordance with the area(s) of identification and offered these opportunities in an equitable manner.