

**SIDNEY CITY SCHOOLS' DISTRICT POLICY AND PLAN  
FOR THE IDENTIFICATION AND SERVICE  
OF CHILDREN WHO ARE GIFTED**

**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 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 which specifies that assessment instruments must come from the list approved by the Ohio Department of Education and that two whole-grade screenings must occur. These will occur in grades two and five, respectively.

➤ **Superior Cognitive Ability**

**Assessments the district may administer that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):**

1. Cognitive Abilities Test-Form 7, Identification – 127 grades K-1,  
128 grades 2-12
2. Iowa Tests of Basic Skills – Form A, C or E, Identification 95<sup>th</sup> percentile
3. Woodcock Johnson IV (WJIV) – Tests of Cognitive Abilities, Identification 127

**A screening score of 110 or 90% will merit additional testing for identification.**

➤ **Specific Academic Ability**

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

1. Iowa Test of Basic Skills - form E (complete battery) Identification is 95<sup>th</sup> percentile
2. MPG, K-1 or Measure of Academic Progress (2-12), reading/ math – Identification 95<sup>th</sup> percentile
3. TerraNova Third Edition (Common Core, complete battery, or multiple assessments; K-12), Identification 95<sup>th</sup> percentile
4. Woodcock Johnson III, NU (WJIII/NU) – Tests of Achievement, Form C, brief battery Identification 95<sup>th</sup> percentile or Woodcock Johnson IV (WJIV) Tests of Achievement

**A screening score of 110 % will merit additional testing for identification.**

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

<p>Creative Thinking Checklist Component:</p> <ol style="list-style-type: none"> <li>1. Gifted and Talented Evaluation Scales 2 (GATES) (Creative Thinking Section, questions 21-30), Scr~65, Id ~ 83</li> <li>2. Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part II Creativity, Screening ~ 48 Identification ~ 51 ~Students whose scores are in the screening or identification range will have the opportunity to take the intelligence test component.</li> </ol> <p><b>Intelligence Test Component:</b></p> <ol style="list-style-type: none"> <li>1. Cognitive Abilities Test, Form 7, VQN composite: K-1 identification ~ 111; K-2 identification ~ 112 (Note: VN composite accepted for students with mathematical learning disabilities. Refer to ODE chart for identification score.)</li> <li>2. Woodcock Johnson IV, Tests of Cognitive Abilities (including NU edition), Identification ~ 112</li> </ol>
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➤ **Visual and Performing Arts**

**Assessments the district may administer that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):**

<u>Checklist Component</u>	Art	Dance	Music	Drama
SRBCSS Screening Identification	59-60 61	N/A	37-38 39	54-56 57
GATES 2 Screening Identification	57-77 78	57-77 78	57-77 78	57-77 78
<u>Performance Component</u> Ohio Department of Education Rubric Screening Identification	16-20 21-24	20-25 26-30	14-17 18-21	16-19 20-24

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 ample and appropriate scheduling procedures for assessments and reassessment by using:

<b>Type of Assessment</b>	<b>Content Area(s)</b>	<b>Grade Level(s)</b>
<ul style="list-style-type: none"> <li>• Whole-grade tests; CT checklist</li> </ul>	All academic areas, Superior Cognitive Ability, Creative Thinking	2, 4
<ul style="list-style-type: none"> <li>• Individually-administered tests</li> </ul>	All academic areas, Superior Cognitive Ability, Creative Thinking	K-12
<ul style="list-style-type: none"> <li>• Audition, performance</li> </ul>	Visual, Drama, Music, Dance	K-12
<ul style="list-style-type: none"> <li>• Display of work</li> </ul>	Visual, Drama, Music, Dance	K-12
<ul style="list-style-type: none"> <li>• Exhibition</li> </ul>	Visual, Drama, Music, Dance	K-12
<ul style="list-style-type: none"> <li>• Checklists</li> </ul>	Visual, Drama, Music, Dance, Creativity	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, within 90 days,

- Follow the process as outlined in this brochure; and
- Notify parents of results of screening or assessment and identification within 30 days of receiving 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 whom English is a second language.

### **Identification**

When the screening assessment has been completed, if the data obtained originates from an approved identification instrument and the score meets cut-off scores specified in Department of Education guidance, 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.

### **Equity:**

By screening all students in the specified whole-grade screenings listed above and processing all referrals for testing regardless of race, gender, religion, national origin, ability level, or socio-economic status, our district ensures equity in testing. Additional steps for equity include, but are not limited to:

- ~ offering, upon request, administration of an Ohio-approved alternate assessment to address perceived test bias (minority, socio-economic) or to accommodate ELL students
- ~ providing testing accommodations specified by a student's IEP
- ~ providing ELL services during testing for English Language Learners

### **Reassessment**

When the screening assessment has been completed, if the data originates 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**

A parental appeal reconsiders any part of the identification process, including:

- 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 then 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 is currently working as per below to ensure opportunity for all district students identified as gifted to receive services as outlined in Ohio Administrative Code 3301-51-15 (revised March 6<sup>th</sup>, 2017). Please note that options below represent the district's current plan for compliance and that not all options may yet be offered.

Note: *When students identified as gifted are not served as per below, parents receive a "no services" letter explaining the nature of informal services offered and the enrichment opportunities available.*

<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 Cluster Group</b>	Available K-12	Gifted Identification in Reading, Math and/or Superior Cognitive Ability	General Education Teacher with ODE- required hours of professional development in years one through four
Gifted Services/ Acceleration	<b>Regular Classroom with Acceleration</b>	Available K-12	See district Acceleration Policy	General Education Teacher
Gifted Services	<b>Regular Classroom College Credit Plus</b>	Available 7-12 (MS CC+ available off-campus)	Gifted identification and/ or teacher recommendation plus IHE and state admission	Qualified instructor as per CC+/ ODE regulations
Gifted Services	<b>Regular Classroom AP</b>	Available 9-12	Gifted identification and/ or teacher recommendation and/or parent or student request	General Education Teacher with ODE- required hours of professional development and AP training
Gifted Services	<b>Educational Options</b>	Available 9-12	Gifted identification and/ or teacher recommendation	General Education teacher with 30 hours professional development in years one and two; or qualified instructional supervisor

### 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*, Ohio Administrative Code 3301-51-15 (E). ***When students identified as gifted are not served, parents receive a “no services” letter explaining the nature of informal services offered and the enrichment opportunities available.***

### Withdrawal

If at any time a student wishes to withdraw from gifted programs or services, the request should be written by the parent 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.

If you have questions, please contact one of the following:  
your building Principal, Curriculum Director (Brooke Gessler),  
or Erica Baer, Director of Student Achievement, via email:  
[ebaer@mresc.org](mailto:ebaer@mresc.org)