

**RIDGEMONT LOCAL SCHOOL 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 four, respectively.

Guidance can be found [here](#).

➤ **Superior Cognitive Ability**

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

1. Cognitive Abilities Test-Form 7 or 8, Identification – per ODE Chart of Approved Assessments (ID 127 or 128 depending on form/ level), VQN composite (unless situation allows for VN, VQ, QN, or other combination)
2. Iowa Tests of Basic Skills – Form E or G , Identification 95<sup>th</sup> percentile
3. InView Cognitive Abilities Assessment, grades 2-12, Identification 128
4. Wechsler Intelligence Scale for Children (WISC V) – Fifth Edition, Identification – FSIQ 127, GAI 126, NVI 126, VECI 126, EFI 126
5. Woodcock Johnson IV (WJIV): Test of Early Cognitive and Academic Development, ID 127; Tests of Cognitive Abilities, Identification 127 or Gf-Gc Composite, ID 127
6. NNAT-3, identification as per ODE cutoff score.

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

➤ **Specific Academic Ability**

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

1. Iowa Test of Basic Skills – Forms E, F, or G (complete battery; core battery reading and math only) For all, Identification is 95<sup>th</sup> percentile
2. PSAT/NMSQT 10<sup>th</sup>-11<sup>th</sup> grades 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 (WJ IV)– Tests of Achievement, ID 95<sup>th</sup> percentile, Broad Reading, Broad Writing, Broad Math
5. Wechsler Individual Achievement Test (WIAT)-- 5th Ed., Identification 95<sup>th</sup> percentile
6. Star Reading, ID 95<sup>th</sup> percentile
6. MAP Growth (grades 2-10 only, M/R)
7. I-Ready Diagnostic (grades 2-8 only)
8. The ACT (Grades 11-12)

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

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

<p>Creative Thinking Checklist Component:</p> <p>Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS), Part II Creativity, Identification ~ 51 ~Students whose scores are in the screening or identification range will have the opportunity to take the intelligence test component.</p> <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 or as per ODE chart specifics. (Note: VN composite accepted for students with mathematical learning disabilities. Refer to ODE chart for identification score.)</li> <li>2. NNAT-3, ID as per ODE-designated cutoff (112)</li> </ol>
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➤ **Visual and Performing Arts**

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

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

## 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>
• Whole-grade tests; CT checklist	All academic areas, Superior Cognitive Ability, Creative Thinking	2, 4
• Individually-administered tests	All academic areas, Superior Cognitive Ability, Creative Thinking	K-12
• Audition, performance	Visual, Drama, Music, Dance	K-12
• Display of work	Visual, Drama, Music, Dance	K-12
• Exhibition	Visual, Drama, Music, Dance	K-12
• Checklists	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 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. **(Include 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>Co-teaching <i>Cluster Group</i></b>	2,3,4,5,6	Gifted Identification in Reading/ ELA, math, science, social studies, and/or Superior Cognitive	GIS assists with grades 3, 4, 5 and 6 and as consult with all other grade levels. GIS provides services in superior cognitive, reading, and math.
Gifted Services	<b>Regular Classroom <i>Cluster Group</i></b>	Available K-12 <sup>th</sup>	Gifted identification in a specific academic area, creative thinking, or superior cog.	General education teacher with 60 hours of professional development over four years.
Gifted Services/ Acceleration	<b>Regular Classroom <i>with Acceleration</i></b>	Available K-12	Gifted Identification, See district acceleration policy	General education teacher with ongoing gifted support
Gifted Services	<b>Regular Classroom <i>College Credit Plus</i></b>	Available upon request	Gifted identification in superior cognitive or specific academic area	Qualified instructor with college/ university guidance

### 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 your building principal or  
Director of Student Achievement, Erica Baer, via email:  
[ebaer@mresc.org](mailto:ebaer@mresc.org)