



**WEST GEAUGA LOCAL SCHOOL DISTRICT
IDENTIFICATION AND SERVICE OF CHILDREN WHO ARE GIFTED**

UPDATED ON SEPTEMBER 26, 2024

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. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education.

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

Type of Assessment	Content Area(s)	Grade Level(s)
Whole Grade Tests	Reading and Math Superior Cognitive, Creative Thinking	2 nd through 8 th grade 2 nd grade & 4 th grade
Individually-administered tests	Superior Cognitive Ability, Specific Academic Ability, Creative Thinking Ability	Grades K-12, upon referral
Audition, performance	Visual and Performing Arts Ability	Grades K-12, upon referral
Display of work	Visual and Performing Arts Ability	Grades K-12, upon referral
Exhibition	Visual and Performing Arts Ability	Grades K-12, upon referral
Checklists	Creative Thinking Ability, Visual and Performing Arts Ability	Grades K-12, upon referral

SUPERIOR COGNITIVE ABILITY IDENTIFICATION

Districts shall identify students as gifted in the area of superior cognitive ability when a student accomplishes any of the following: scores two standard deviations above the mean, minus the standard error of measurement, on an approved intelligence test; performs at or above the ninety-fifth percentile on an approved composite battery of a nationally normed achievement test; or attains an approved score on an approved nationally-normed above grade level achievement test.

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

Grade	Name	Description	Qualifying Score	Note
K	CogAT7	Cognitive Ability	127	Parent request
2 and 4	CogAT7	Cognitive Ability	128	Whole grade
2-5	Inview	Cognitive Ability	128	Retesting & Parent request
6-12	CogAT7	Cognitive Ability	127	Parent request

SPECIFIC ACADEMIC ABILITY IDENTIFICATION

Districts shall identify students as gifted in the area of specific academic ability when a student performs at or above the ninety-fifth percentile in a specific academic ability field on an approved nationally-normed achievement test.

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

Grade	Name	Description	Qualifying Score	Note
2-10	MAP	Specific Academic math/reading	95 th national percentile	Whole grade Administered 3 times a year
3-4 6-12	ITBS & Stanford	Specific Academic science & social studies	95 th national percentile	Parent request
K-12	Ohio Dept. of Ed. Rubric SRBCSS	Visual and Performing Arts: Drama, Music, and Visual Arts	Varies per area	Parent request

CREATIVE THINKING IDENTIFICATION

Districts shall identify students as gifted in the area of creative thinking ability when a student scores one standard deviation above the mean, minus the standard error of measure, on an approved intelligence test and also attains either a qualifying score on an approved checklist of creative behaviors or a qualifying score on an approved creativity test.

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

Grade	Name	Description	Qualifying Score	Note
2 & 4	CogAT Naglieri TTCT	Cognitive Ability & Creative Thinking	128 112* + Rubric score	Whole grade
2 - 5 6 -12	Inview TTCT	Cognitive Ability Creative Thinking	128 112* + Rubric score	Parent request

VISUAL AND PERFORMING ARTS IDENTIFICATION

Districts shall identify students as gifted in the area of visual or performing arts ability when a student demonstrates superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition and also obtains a qualifying score on an approved checklist of behaviors related to a specific arts area.

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):

Name	Qualifying scores
Performance Rubrics for Visual and Performing Arts	Visual: ID 21 SCREEN 16 Drama: ID 20 SCREEN 16 Music: ID 18 SCREEN 14 Dance: ID 26 SCREEN 20
Gifted and Talented Evaluation Scales, Second Edition (GATES-2)	Visual: ID Dance: ID 111 SCREEN 90
The Gifted Rating Scale (GRS) (artistic behaviors component)	ID 66 SCREEN 60

IDENTIFICATION

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 the 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.

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. Students in grades 2-8 are assessed three times each year in the areas of Reading and Math.

REASSESSMENT

When the screening assessment has been completed, if the data is 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.

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:

Follow the process as outlined in this brochure; and

Notify parents of results of screening or assessment and identification within 30 days.

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

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. The superintendent will convene a meeting with the parent/guardian, which may include other school personnel. The

superintendent 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
Elementary Kindergarten	Regular classroom	K-1	Differentiation and enrichment in classroom	General Education Teacher
Elementary Gifted Cluster Classes	Regular Classroom Cluster Group	2	Identification in: Specific Academic Ability Reading and/or Mathematics	General Ed. Teacher with ongoing PD
Elementary Gifted Cluster Classes	Regular Classroom Cluster Group	3-5	Identification in: Superior Cognitive Ability Specific Academic Ability Reading and/or Mathematics	General Ed. Teacher with ongoing PD or Gifted Intervention Specialist
Middle School Advanced Classes in ELA, Math, Science, Social Studies	Regular Classroom Cluster Group	6-8	Identification in: Superior Cognitive Ability Specific Academic Ability Reading and/or Mathematics	General Ed. Teacher with ongoing PD by Gifted Intervention Specialist
Single-Subject Acceleration, (Math, ELA and Science) Whole Grade Acceleration, Early Entrance to Kindergarten or First Grade	Regular Classroom with Acceleration	K-12	Identification in: Superior Cognitive Ability and Specific Academic Ability identification in the accelerated area and in the first year of acceleration	General Ed. Teacher with ongoing PD by Gifted Intervention Specialist
AP Classes, Advanced, Honors	Regular Classroom AP	7-12	Superior Cognitive Ability identification or Specific Academic Ability identification	General Ed. Teacher with ongoing PD
College Credit Plus	Regular Classroom CCP Courses	7-12	Superior Cognitive Ability identification or Specific Academic Ability identification	General Ed. Teacher and/or College Faculty

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*.

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 or gifted coordinator. 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,

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