

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

**ASSESSMENTS USED BY THE DISTRICT FOR GIFTED IDENTIFICATION**

The district uses the following state-approved test instruments for gifted screening and identification.

<b>Superior Cognitive Ability</b>	
Cognitive Abilities Test, (CogAT 7)	
Grades K—1	Screen ≥ 120 ID = ≥128
Grades 2—12	Screen ≥ 120 ID = ≥128
Otis-Lennon 8 <sup>th</sup> edition, (OLSAT)	Screen ≥ 123 ID = ≥126
Wechsler Intelligence Scale for Children, (WISC V)	Screen ≥ 123 ID = ≥127
Differential Ability Scales, (DAS II), ages 2.6—17	Screen ≥ 123 ID = ≥126
Stanford Binet 5th edition, grades K—12	Screen ≥ 123 ID = ≥127
Universal Nonverbal Intelligence Test, (UNIT) grades K—12	Screen ≥ 123 ID = ≥126
Wechsler Preschool & Primary Scale of Intelligence, (WPPSI-IV)	Screen ≥ 123 ID = ≥127
InView	Screen ≥ 123 ID = ≥128
Naglieri Nonverbal Ability Test, 2 <sup>nd</sup> Edition	Screen ≥ 123 ID= K = ≥127
	1 = ≥126
	2-9 = ≥125
	10-12 = ≥126

### Specific Academic Ability

Stanford Achievement Test 10th Edition	Screen = $\geq 94$ ID = $\geq 95$
Iowa Test of Basic Skills Form C	Screen = $\geq 94$ ID = $\geq 95$
TerraNova Achievement Test	Screen = $\geq 94$ ID = $\geq 95$
Measures of Academic Progress (MAP) for Primary Grades (K & 1)	Screen = $\geq 94$ ID = $\geq 95$
Measures of Academic Progress (MAP) Reading & Math (gr. 2-10)	Screen = $\geq 94$ ID = $\geq 95$

### Creative Thinking Ability

Gifted and Talented Evaluation Scale 2(GATES) *standard score	Screen = 90-110 ID = $\geq 111^*$
Scale for Rating Behavior Characteristics of Superior Students (SRBCSS)	Screen = 48 - 50 ID = $\geq 51$

#### PLUS COGNITIVE

**(one standard deviation above the mean, minus the standard error of measurement)**

CogAT, grades K-1	Screen $\geq 110$ ID = $\geq 111$
grades 2-12	Screen $\geq 111$ ID = $\geq 112$
OLSAT, grades K-12	Screen $\geq 109$ ID = $\geq 110$
WISC V, ages 6-16	Screen $\geq 111$ ID = $\geq 112$
DAS II, ages 2.6-17	Screen $\geq 110$ ID = $\geq 111$
Stanford Binet, grades K-12	Screen $\geq 111$ ID = $\geq 112$
UNIT, grades K-12	Screen $\geq 110$ ID = $\geq 111$
OLSAT, grades K-12	Screen $\geq 109$ ID = $\geq 110$
WPPSI-IV, preschool	Screen $\geq 111$ ID = $\geq 112$
InView, grades 2 & 4	Screen $\geq 111$ ID = $\geq 112$
Naglieri Nonverbal Ability Test, 2 <sup>nd</sup> Ed, grades K-12	Screen $\geq 108$ ID = $\geq 109$

### Visual and Performing Arts

Scales for Rating Behavior Characteristics of Superior Students (SRBCSS)	
Art	Screen = 59 - 60 ID = $\geq 61$
Music	Screen = 37 - 38 ID = $\geq 39$
Drama	Screen = 54 - 56 ID = $\geq 57$
Dance	N/A
Gifted and Talented Evaluation Scale (GATES 2)	
Art, Music, Drama and Dance	Screen = 90-110 ID = $\geq 111$
Performance Component	
Art	Screen = 16 - 20, ID = $\geq 21$
Music	Screen = 14 - 17, ID = $\geq 18$
Drama	Screen = 16 - 19, ID = $\geq 20$
Dance	Screen = 20 - 25, ID = $\geq 26$

## **IDENTIFICATION PROCESS**

The district shall provide at least two opportunities each year for assessment (including whole group screening) for gifted identification.

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

<b>Type of Assessment</b>	<b>Content Area(s)</b>	<b>Grade Level(s)</b>
Whole-grade screening	Reading, Math Superior Cognitive Ability Creativity Thinking	K-1 and 3-9 2 and 4 2 and 4
Alternative Testing (upon referral)	All	K-12
Audition, performance	Visual/Performing Arts	K-12
Display of work	Visual/Performing Arts	K-12
Exhibition	Visual/Performing Arts	K-12
Checklists	Visual/Performing Arts Creative Thinking	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:

- Follow the process as outlined in this brochure; 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**

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 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.

### **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.

**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 outlining the nature of the concern. The superintendent or designee will review the concern and 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>
Acceleration	<b>Regular Classroom with Acceleration</b>	K-12	Qualifying scores and data using the <i>Iowa Acceleration Scale</i>	Regular Classroom Teacher
MS Reading Cluster	<b>Regular Classroom with Cluster Grouping</b>	7-8	Reading Identification	Gifted Intervention Specialist
EPP Math	<b>Self-Contained Classroom (Single Subject)</b>	3-6	Superior Cognitive Ability and Math	Gifted Intervention Specialist
EPP ELA		7 & 8	Superior Cognitive Ability and Reading	Gifted Intervention Specialist

**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. 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 call your building principal or  
Suzanne Palmer, Gifted Services Coordinator  
at (614)450-6055 or [spalmer@wscloud.org](mailto:spalmer@wscloud.org)