

**WASHINGTON LOCAL SCHOOLS 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.

**Superior Cognitive Ability: Assessments the district administers that provide for superior cognitive identification**

Test	Screen	ID
Cognitive Abilities Test (CogAT) Form 7 VQN Composite	111-112	127 Grades K, 3, 7-12; 128 for Grades 1-2, 4-6
InView Cognitive Abilities Assessment, Grades 2 & 6	112	128
** Naglieri Nonverbal Ability Test (NNAT3) Grades K-12	110	126 Grades K-4, 8-10; 125 Grades 5-7 127 Grades 11-12
RAVENS 2 Grades PreK-12	110	124 Ages 4-16; 125 Ages 17-20
Woodcock-Johnson IV, Tests of Cognitive Abilities Grades K-12	112	127
Weschler Intelligence Scale (WISC-V) K-12	111	127

**Specific Academic Ability: Assessments the district administers that provide for specific academic identification**

Test	Screen	ID
MAP Growth Grades 2-10 (Math & Reading)	94%	95%
The Iowa Assessments Grades K-12	85%	95%
TerraNova, Third Edition, Complete Battery, Grades K-8	85%	95%
Woodcock-Johnson IV, Tests of Achievement Grades K-12	85%	95%
The ACT Grades 11-12	94%	95%

**Creative Thinking Ability: Assessments the district administers that provide for creative thinking identification.**

Test	Screen	ID
Cognitive Abilities Test (CogAT) Form 7 VQN Composite	111	127 Grades K, 3, 7-12; 128 for Grades 1-2, 4-6
InView Cognitive Abilities Assessment, Grades 2 & 6	112	112
** Naglieri Nonverbal Ability Test (NNAT3) Grades K-12	110	110 Grades K-4, 8-10; 109 Gr 5-7; 111 Gr 11-12
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Grades K-12 (Creativity: Part II)	48-50	51

**Visual and Performing Arts: Assessments the district administers for visual and performing arts identification.**

Test	Screen	ID
**Gifted and Talented Evaluation Scales 2 (GATES2) Grades 9-12 (V/PA Artistic Talent)	90-110	111
Gifted Rating Scale (GRS) Grades K-8 Visual/PA	60-65	66
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Grades K-12		
Visual Arts: Part V	59-60	61
Music: Part VI	37-38	39
Drama: Part VII	54-56	57

*\*\*Modifications are made as necessary for students who are culturally diverse, economically disadvantaged, have a disability or have limited English proficiency*

### 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:

<b>Type of Assessment</b>	<b>Content Area(s)</b>	<b>Grade Level(s)</b>
• Whole-grade tests	Sup cognitive	2 & 6; K-12 referrals
• Whole-grade tests	R, M Sc, SS	K-8, 11 6
• Individually-administered tests	Sup cog/R, M, R, M, Sc, SS	2-8 K-12 referrals
• Checklists	Creative	2 & 6; K-12 referrals
• Checklists, Audition, performance, Display of work, Exhibition	V/PA	K-12 referrals

### 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 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 who 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 Ohio 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.

### 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 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 or 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.

<b>District Name for Service</b>	<b>Service Setting</b>	<b>Grade Level</b>	<b>Criteria for Service</b>	<b>Service Provider</b>
Inclusive Push-in with Purposeful Cluster Grouping*	<b>Regular Classroom</b>	3-6	Sup cog, R, M, Creative	Classroom Teacher with <b>Direct GIS Support</b>
Honors and Advanced Junior High Courses	<b>Regular Classroom <i>Honors and Advanced</i></b>	7 & 8	Sup cog OR 95% in content area OR Creative	Classroom teacher (with gifted PD)
Honors and AP Course High School Courses	<b>Regular Classroom <i>Honors and AP</i></b>	9-12	Sup cog OR 95% in content area OR Creative	Classroom teacher (with gifted PD)
College Credit Plus	<b>Dual Enrollment / <i>College Credit Plus</i></b>	9-12	Sup cog OR 95% in content area	College professor
Subject or Grade Level Acceleration	<b>Regular Classroom</b>	1-12	Iowa Acceleration Scale	Classroom teacher
Kindergarten Early Entrance	<b>Regular Classroom</b>	K	Iowa Acceleration Scale	Classroom teacher

*\*Students Identified mid-year will begin services the following school year as a member of a purposefully clustered identified group.*

### 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 to the Gifted Services Department. If children request to withdraw, parents will be notified.

### 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.