

# ST. CLAIRSVILLE-RICHLAND CITY SCHOOL DISTRICT

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## District Policy and Plan for the Identification of and Service of Children Who are Gifted

### **District Contact Information**

Amber Toriseva, Gifted Coordinator  
East Central Ohio Educational Service Center  
[amber.toriseva@ecoesc.org](mailto:amber.toriseva@ecoesc.org)  
(740) 695-9773 ext. 8409

Mindy Husek, Gifted Intervention Teacher  
St. Clairsville-Richland City School District  
[mindy.husek@stcschools.com](mailto:mindy.husek@stcschools.com)  
(740) 695-1591

# Definition

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“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

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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:

#### Intelligence Tests for Superior Cognitive Ability Identification

<b>Cognitive Abilities Test (CogAt), Form 7 VQN Composite</b>	Grade K-1 (screen=125, ID=127)	Grades 2-12 (screen=126, ID=128)
<b>Test of Cognitive Skills, Second Ed. (TSC/2)</b>	Grades 2-12	(screen=125, ID=127)
<b>Stanford-Binet Intelligence Scales-5th Ed.</b>	Ages 2-85	(screen=125, ID=127)
<b>Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V) Full Scale IQ</b>	Ages 6-16	(screen=125, ID=127)
<b>Iowa Assessments, Form E, Complete Battery</b>	Grades K-12	(Total battery; screen=92%ile, ID=95%ile)
<b>Otis Lennon School Ability Test, 8th Ed.</b>	Grades k-12	(screen=124, ID=126)
<b>Naglieri Nonverbal Ability Test - Individual Administration</b>	Ages 5-11 Ages 12-17	(screen=123, ID=125) (screen=124, ID=126)

## Specific Academic Ability

Assessments the district administers that provide for specific academic identification:

### Achievement Assessments for Specific Academic Ability Identification

<b>Iowa Assessments, Form E, Complete Battery</b>	Grades K-12	(screen=92%ile, ID=95%ile)
<b>Stanford Achievement Test, 10th Ed. Complete</b>	Grades K-12	(screen=92%ile, ID=95%ile)
<b>Wechsler Individual Achievement Test, 3rd Ed. (WIAT)</b>	Ages 4-85	(screen=92%ile, ID=95%ile)
<b>ACT</b>	Grades 6-12	(ID=95%ile) ID from subscores = 6th - 17 all areas, 7th - math 18, other areas 19, 8th - math 21, other areas 20, 9th - reading 25, other areas 24
<b>SAT</b>	Grades 6-12	(ID=95%ile)
<b>Woodcock-Johnson, IV, Tests of Achievement</b>	Ages 2-90	(screen=92%ile, ID=95%ile)
<b>IOWA Test of Basic Skills (ITBS), Form A, Complete Battery</b>	Grades K-8	(screen=92%ile, ID=95%ile)

## Creative Thinking Ability

Assessments the district administers that provide for creative thinking identification:

### Intelligence Tests for Creative Thinking Ability Identification

<b>Cognitive Abilities Test, (CogAT), Form 7 Composite VQN</b>	Grades K-1 Grades 2-12	(screen=109, ID 111) (screen=110, ID=112)
<b>Otis Lennon School Ability Test, 8th Ed.</b>	Grades K-12	(screen=108, ID=110)
<b>Test of Cognitive Skills, Second Ed. (TCS/2)</b>	Grades 2-12	(screen=109, ID=111)
<b>Stanford-Binet Intelligence Scales-5th Ed.</b>	Ages 2-85	(screen=110, ID=112)
<b>Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V)</b>	Ages 6-16	(screen=110, ID=112)

## Creative Thinking Ability continued

### Behavioral Checklists and Rating Scales for Creative Thinking Ability Identification

<b>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), Creativity: Part II</b>	Grades K-12	(screen=48, ID=51)
<b>Gifted and Talented Evaluation Scale (GATES 2) Creative Thinking: Section, Items 21-30</b>	Ages 5-18	(screen=90, ID=111)

## **Visual and Performing Arts**

Assessments the district administers that provide for visual and performing arts identification :

### Behavioral Checklists and Rating Scales for Creative Thinking Ability Identification

<b>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)</b>	Grades k-12 <b>Visual Art, Part V</b> (screen=59-60, ID=61)	Grades k-12 <b>Music, Part VI</b> (screen=37-38, ID=39)	Grades k-12 <b>Drama, Part VII</b> (screen=54-56, ID=57)	
<b>Gifted and Talented Evaluation Scales (GATES 2)</b>	Ages 5 - 18 <b>Visual Arts,</b> items 41-50 (screen=90-110, ID=111)	Ages 5 - 18 <b>Music,</b> items 41-50 (screen=90-110, ID=111)	Ages 5 - 18 <b>Drama,</b> items 41-50 (screen=90-110, ID=111)	Ages 5 - 18 <b>Dance,</b> items 41-50 (screen=90-110, ID=111)
<b>Display of Work, Audition, or Performance</b>	Grades k - 12 <b>ODE Rubric Visual Art</b> (screen=16-20, ID=21-24)	Ages 4 - 13.11 <b>ODE Rubric Music</b> (screen=14-17, ID=18-21)	Grades k - 12 <b>ODE Rubric Drama</b> (screen=16-19, ID=20-24)	Grades k - 12 <b>ODE Rubric Dance</b> (screen=20-25, ID=26-30)

## 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	All	1st and 4th Grades
• Individually-administered tests	All	Available to all
• Audition, performance	All VPA	Available to all
• Display of work	All VPA	Available to all
• Exhibition	All VPA	Available to all
• Checklists	All VPA & CT	Available to all

### Referral

Children may be referred in writing on an ongoing basis. 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 socioeconomic 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 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 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

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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>
	<b>Guidance Services</b>			
	<b>Regular Classroom <i>Cluster Group</i></b>	K - 12	G/T Identification	Reg. Ed Teacher
	<b>Regular Classroom with <i>Acceleration</i></b>	K-12	In accordance with acceleration process	Reg. Ed Teacher or CCP Teacher
	<b>Regular Classroom <i>AP</i></b>	9-12	In accordance with district policy	
	<b>Regular Classroom <i>College Credit Plus</i></b>	MS/HS	District/Higher Ed Criteria	Higher Ed Teacher
	<b>Regular Classroom <i>Honors</i></b>	8 - 12	Identification in that subject	Reg. Ed. Teacher
	<b>Educational Options</b>	K - 12	Special Circumstances	GIS
	<b>Co-teaching <i>Guidance Services</i></b>			
	<b>Co-teaching <i>Cluster Group</i></b>			
	<b>Co-teaching <i>Acceleration</i></b>			
	<b>Co-teaching <i>AP</i></b>			
	<b>Resource Room/Pull Out</b>			
	<b>Co-teaching <i>Honors</i></b>			

	<b>Educational Options with GIS</b>			
	<b>Self-Contained Classroom (Whole Grade)</b>			
	<b>Self-Contained Classroom (Single Subject)</b>	6-8	In accordance with district policy and gifted identification	GIS
	<b>Other (Use of this option should be rare and is likely to generate a request for additional information.)</b>			

### **Written Education Plan**

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. WEPs will include all state mandated information.

### **Withdrawal**

If at any time a student wishes to withdraw from gifted programs or services, the request should be submitted to the building administrator. The administrator will notify parents and begin the withdrawal process.

### **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.