

**BRISTOL 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. 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:**

Cognitive Abilities Test (CogAT), Form 7: grades K-1 ID 127, SCREEN 120; grades 2-12 ID 128, SCREEN 120
Iowa Assessments, Form E, Complete Battery: grades K-12 ID 95%ile Composite, SCREEN 90%ile
Otis Lennon School Ability Test, 8 <sup>th</sup> Edition: grades K-12 ID 126; SCREEN 120
Stanford-Binet Intelligence Scales, 5 <sup>th</sup> Edition: ages 2-85 ID 127; SCREEN 121
Wechsler Intelligence Scale for Children, 5 <sup>th</sup> Edition (WISC-V): ages 6-16 ID 127; SCREEN 121
Das-Naglieri Cognitive Assessment Systems (CAS): ages 5-17.5 ID 126; SCREEN 121
Differential Ability Scales, 2 <sup>nd</sup> Edition: ages 2.6-17.11 ID 126; SCREEN 121
Kaufman Assessment Battery for Children, 2 <sup>nd</sup> Edition (KABC-II): grades K-12 ID 127; SCREEN 121
Leiter International Performance Scale, Revised (Leiter-R): ages 2-10 ID 125; ages 11-20 ID 126, SCREEN 121
Universal Nonverbal Intelligence Test (UNIT): grades K-12 ID 127; SCREEN 121
Wechsler Adult Intelligence Scale, 4 <sup>th</sup> Edition (WAIS-IV): ages 16-90.11 ID 127; SCREEN 121
Wechsler Preschool & Primary Scale of Intelligence, 4 <sup>th</sup> Edition: ages 2.5-7 ID 126; SCREEN 121
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities: ages 2-90 ID 127; SCREEN 121
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development: ages 2-4 ID 127; SCREEN 121

➤ **Specific Academic Ability**

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

Iowa Assessments, Form E, Complete Battery: ID 95%ile; SCREEN 90%ile
Iowa Assessments, Form E, Core Battery (Reading and Math only): ID 95%ile; SCREEN 90%ile
ACT Assessment Program (AAP): ID 95%ile; SCREEN 94%ile
SAT Test: ID 95%ile; SCREEN 94%ile
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT): ID 95%ile; SCREEN 94%ile
TerraNova Third Edition, Complete Battery: ID 95%ile; SCREEN 90%ile
Woodcock-Johnson IV (WJ-IV) Tests of Achievement: ID 95%ile; SCREEN 90%ile
Kaufman Tests of Educational Achievement, 3 <sup>rd</sup> Edition (KTEA-III): ID 95%ile; SCREEN 90%ile
Wechsler Individual Achievement Test (WIAT), 3 <sup>rd</sup> Edition: ID 95%ile; SCREEN 90%ile

➤ **Creative Thinking Ability**

**Assessments the district administers that provide for creative thinking identification:**

**Part 1 - Intelligence Assessment Tools:**

Cognitive Abilities Test (CogAT), Form 7: grades K-1 score 111; grades 2-12 score 112
Otis Lennon School Ability Test – 8 <sup>th</sup> Edition: grades K-12 score 110

**Part 2 – Creative Behaviors:**

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part II Creativity): ID 51; SCREEN 50
Gifted and Talented Evaluation Scales 2 (GATES 2) - (Creative Thinking Section, #21-30): ID 111; SCREEN 110

➤ **Visual and Performing Arts**

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

Ohio Department of Education Rubric for Scoring Visual Art Display of Work: ID 21; SCREEN 16
Ohio Department of Education Rubric for Scoring Drama/Theatre Performance Evaluation: ID 20; SCREEN 16
Ohio Department of Education Rubric for Scoring Music Performance Evaluation: ID 18; SCREEN 14
Ohio Department of Education Rubric for Scoring Dance Performance Evaluation: ID 26; SCREEN 20
Gifted and Talented Evaluation Scales 2 (GATES 2) (Artistic Talent Section, #41-50): ID 111; SCREEN 110

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	SC, SA, CT	2, 4, 11
Individually-administered tests	SC, SA, CT	K-12
Audition, performance	VPA	K-12
Display of work	VPA	K-12
Exhibition	VPA	K-12
Checklists	VPA, CT	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 policy; 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 economically disadvantaged 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 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. Gifted services may include:

<b>District Name for Service</b>	<b>Service Setting</b>	<b>Grade Level</b>	<b>Criteria for Service</b>
Early Entrance	<b>Regular Classroom</b> <i>Early Entrance</i>	K-1	Iowa Acceleration Scale; SC/SA/CT identification
Subject Acceleration	<b>Regular Classroom</b> <i>Subject Acceleration</i>	K-12	Committee Review; SC/SA/CT identification
Whole Grade Acceleration	<b>Regular Classroom</b> <i>Grade Acceleration</i>	K-12	Iowa Acceleration Scale; SC/SA/CT identification

AP	<b>Regular Classroom AP</b>	11-12	SC/SA/CT identification
Honors Courses	<b>Regular Classroom Honors</b>	7, 9-12	SC/SA/CT/VPA identification
College Credit Plus	<b>Regular Classroom CCP</b>	7-12	SC/SA/CT identification
Cluster Grouping	<b>Regular Classroom with cluster grouping</b>	3-6	SC/SA/CT identification
STEAM Powered Learning Excel	<b>Educational Options</b>	5-8	VPA identification
VPA Arts Classroom	<b>Arts Classroom</b>	K-12	VPA identification
Regular Classroom	<b>Regular Classroom with no cluster grouping</b>	K-12	SC/SA/CT identification

SC- Superior Cognitive Ability, SA- Specific Academic Ability, CT- Creative Thinking Ability, VPA- Visual/Performing Arts, RW- Reading/Writing, MA- Math

#### 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 Students Who Are Gifted*.

#### 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.