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Programs for Students Who Are Gifted

Identification

The District follows the identification eligibility criteria as specified in State law.

1. The District identifies students of the District as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - i. mathematics;
 - ii. science;
 - iii. reading, writing or a combination of these skills and/or
 - iv. social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability
2. The District uses only those instruments approved by the Ohio Department of Education and Workforce (ODEW) for screening, assessment and identification of students who are gifted. The District will ensure approved assessment instruments:
 - A. Are administered by a trained individual in accordance with the instructions provided by their publisher.
 - B. Have been validated for the specific purpose and populations for which they are used and measure the specific areas of gifted ability.
 - C. Are provided and administered in the student's primary language or communication modality if English is a barrier to the student's performance or if requested by the parent.
 - D. Are provided and administered using the accommodations in a student's "Individualized Education Program" or "504 Plan." If these accommodations are not consistent with a test's allowable accommodations, a comparable approved assessment instrument will be used.
 - E. Are selected and administered so as to best ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting

the student's disability or impaired sensory, manual or speaking skills.

3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who Are Gifted

The Governing Board adopts and submits to ODE a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODEW for approval. The plan may be subject to ODEW review during any applicable audits. A copy of this policy is provided at time of submission. The District screening and identification plan is distributed to parents. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODEW-approved list to be used for the screening and identification of students who are gifted;
3. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;
4. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including students who transfer into the District, minority and disadvantaged students, students with disabilities and English learner students;
5. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students, who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
6. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
7. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;
8. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and
9. an explanation that the District accepts scores on assessment instruments approved for use by ODEW that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services

The District adopts and submits to ODE a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all students identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of students transferring into the District.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with State law.

The gifted services currently available within the District and the criteria for receiving these services are in accordance with the plan and services provided through the educational service center.

Written Education Plan/Services

When provided, gifted services are based on the student's area(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

The WEP is provided to parents of gifted students, the collaborating educator, and all educators responsible for providing gifted education services, including teachers providing differentiated instruction in general education settings and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals aligned with the Ohio Learning Standards; goals may also include curricular, guidance and instructional practices which support the student's social and emotional needs;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered;
5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom
6. a date by which the WEP will be annually reviewed for possible revision and
7. an explanation of how the gifted services meet the student's documented strengths, educational needs, and goals for the student.

At the commencement of services, and each year thereafter, the District makes a reasonable attempt, to obtain parent input on the WEP and a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

Services for students will be consistent with their area(s) of identification and differentiated to meet their needs. Placement procedures for District services will be in conformance with the District's written criteria for determining eligibility for placement in those services. Subjective criteria such as grades and teacher recommendations will not be used to exclude a student from service. If the District provides gifted services, all District students who meet the written criteria for a gifted service will be provided an equal opportunity to receive that service. Placement procedures and the written criteria will comply with all relevant provisions in State law.

The District ensures that students identified as gifted are placed in service settings with similar or related areas of identification to the maximum extent possible. Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated.

The District will develop and disseminate a "no services" letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Model Acceleration Policy

The Governing Board implements a student acceleration policy pursuant to section RC 3324.10.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development to meet the required competencies and participates in regularly scheduled collaborative planning in curriculum development and instruction with an educator who holds licensure or endorsement in gifted education.

Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODEW.

The District submits, as required, a gifted education data audit to ODEW.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the OAC rules regarding gifted education.

THIS IS A REQUIRED POLICY

Legal [ORC 3324.01 et seq.](#)
[OAC 3301-51-15](#)

Cross References [IKEB - Acceleration](#)
[JB - Equal Educational Opportunities](#)

VALLEY STEM + ME2 ACADEMY

IRN: 014943

Plan and Procedures for the Identification and Service of Children who are Gifted 2025-26

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

Valley STEM accepts referrals, screens and identifies, or screens for cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. **Valley STEM** must follow the 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 Valley STEM administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes): | | | |
| Assessment | Screen Score | ID Score | Additional Information |
| Cognitive Abilities Test (CogAT) Form 7 or 8 Online or paper administration Group and Individual | VQN Form 7 & 8 Grades 9-10: 126 | VQN Form 7 & 8 Grades 9-10: 128 | Summarizes across the Verbal (V), Quantitative (Q), and Nonverbal-Figural (N) batteries |
| | QN Form 7 & 8 Grade 9-10: 126 | QN Form 7 Grade 9-10: 128 | The CogAT QN composite (Quantitative – Nonverbal) is approved for identifying students in grades 1-12 for Superior Cognitive Ability. This score is most appropriate for English Learners and/or students with serious reading disabilities (Dyslexia) when administering test levels 9-17/18. |
| | VN Form 7 Grades 9-10: 125 | VN Form 7 & 8 Grades 9-10: 127 | The CogAT VN composite (Verbal – Nonverbal) is approved for identifying students for Superior Cognitive Ability in grades 1-12. This score is most appropriate for use when identifying students with serious mathematics learning disabilities (dysgraphia). |

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| | VQ Form 7 & 8 Grades 9-10: 126 | VQ Form 7 & 8 Grades 9-10: 128 | The CogAT VQ composite (Verbal – Quantitative) is approved for identifying students for Superior Cognitive Ability in grades 1-12. This score is most appropriate for use when identifying students with nonverbal learning disabilities. |
| Woodcock-Johnson Tests of Cognitive Abilities (WJIV) Individual Only | Ages: 13-18: 125 | Ages: 13-18: 127 | Use Gf-Gc Composite when appropriate |

| Specific Academic Ability | | | |
|---|---------------------|-----------------|--|
| Assessments Valley STEM administers that provide for specific academic ability identification (provide at least two for assessment and reassessment purposes) | | | |
| Assessment | Screen Score | ID Score | Additional Information |
| Stanford Achievement Test, 10th Edition (SAT 10) Complete or Basic Battery Online or paper administration Group and Individual | 93rd Percentile | 95th Percentile | Complete Battery: Math, Reading, Science, and Social Studies Basic Battery: Math & Reading only |
| The Iowa Assessments Forms E and F Complete or Core Battery Online or paper administration Group or Individual | 93rd Percentile | 95th Percentile | Complete Battery: - Math, Reading, Science and Social Studies - Use Total Math (with or without math computation), Total ELA, Total Reading, Science, and Social Studies Core Battery: - Math & Reading only |

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| | | | <ul style="list-style-type: none"> - Use Total Math (with or without math computation), Total ELA, and Total Reading |
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| <h3 style="text-align: center;">Creative Thinking Ability</h3> <p style="text-align: center;">Assessments Valley STEM administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes)</p> | | | |
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| Assessment | Screen Score | ID Score | Additional Information |
| Cognitive Abilities Test (CogAT) Form 7 or 8 Online or paper administration Group and Individual | VQN Form 7 & 8 Grades 9-10: 111 | VQN Form 7 & 8 Grades 9-10: 112 | Summarizes across the Verbal (V), Quantitative (Q), and Nonverbal-Figural (N) batteries |
| | QN Form 7 & 8 Grade 9-10: 111 | QN Form 7 & 8 Grade 9-10: 112 | Use when appropriate as specified in the technical manual and publisher guidance |
| | VN Form 7 Grades 9-10: 110 | VN Form 7 Grades 9-10: 111 | |
| | Form 8 Grades 9-10: 111 | Form 8 Grades 9-10: 112 | |
| Woodcock-Johnson Tests of Cognitive Abilities (WJIV) Individual Only | VQ Form 7 & 8 Grades K, 9-10: 111 | VQ Form 7 Grades 9-10: 112 | |
| | 125 | 127 | Use Gf-Gc Composite when appropriate |

Visual and Performing Arts Ability:

DANCE

Assessments Valley STEM administers that provide for visual and performing arts in Dance identification (provide at least two for assessment and reassessment purposes):

| Assessment | Screen Score | ID Score | Additional Information |
|---|----------------------------------|-------------------------------|---|
| Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only | Standard Score of 90-110 | Standard Score of 111 | Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts. |
| GRS-2 (Gifted Rating Scales, 2nd Ed.) Checklist Individual Only | T score: 60-65 | T score: 66 | Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index. |
| Ohio Checklist of Artistic Behavior - DANCE Individual Only | Ages: 14.0-18.11 Score: 29-31 | Ages: 14.0-18.11 Score: 32 | Use for behavioral checklist component for Visual or Performing Arts Ability identification - Dance Only |

AND

(if the student has a qualifying score above)

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| Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Dance Individual Only | 20-25 | 26 | Use for performance evaluation tool component for Visual or Performing Arts Ability identification |
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Visual and Performing Arts Ability:

DRAMA

Assessments Valley STEM administers that provide for visual and performing arts in Drama identification (provide at least two for assessment and reassessment purposes):

| Assessment | Screen Score | ID Score | Additional Information |
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| Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist | Standard Score of 90-110 | Standard Score of 111 | Use Artistic Talent Checklist component for Visual or Performing Arts |

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| Individual Only | | | Ability in dance, drama, music, and visual arts. |
| GRS-2 (Gifted Rating Scales, 2nd Ed.) Checklist Individual Only | T score: 60-65 | T score: 66 | Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index. |
| AND (if the student has a qualifying score above) | | | |
| Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Drama/Theatre Individual Only | 16 -19 | 20 | Use for performance evaluation tool component for Visual or Performing Arts Ability identification |

| Visual and Performing Arts Ability: MUSIC (INSTRUMENTAL AND/OR VOCAL) | | | |
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| Assessments Valley STEM administers that provide for visual and performing arts in Music identification (provide at least two for assessment and reassessment purposes): | | | |
| Assessment | Screen Score | ID Score | Additional Information |
| Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only | Standard Score of 90-110 | Standard Score of 111 | Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts. |
| GRS-2 (Gifted Rating Scales, 2nd Ed.) Checklist Individual Only | T score: 60-65 | T score: 66 | Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index. |
| AND (if the student has a qualifying score above) | | | |
| Ohio Department of Education Visual and Performing Arts | 14-17 | 18 | Use for performance evaluation tool component for Visual or |

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|--|--|--|--|
| Evaluation Rubric: Music Individual Only | | | Performing Arts Ability identification |
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| Visual and Performing Arts Ability VISUAL ARTS | | | |
|---|--------------------------|-----------------------|---|
| Assessment | Screen Score | ID Score | Additional Information |
| Gifted & Talented Evaluation Scales-2 (GATES-2) Checklist Individual Only | Standard Score of 90-110 | Standard Score of 111 | Use Artistic Talent checklist component for Visual or Performing Arts Ability in dance, drama, music, and visual arts. |
| GRS-2 (Gifted Rating Scales, 2nd Ed.) - Checklist Individual Only | T score: 60-65 | T score: 66 | Use for behavioral checklist component for Visual or Performing Arts Ability identification in dance, drama, music, and visual arts the Creativity Index. |
| AND (if the student has a qualifying score above) | | | |
| Ohio Department of Education Visual and Performing Arts Evaluation Rubric: Visual Art Individual Only | 16-20 | 21 | Use for performance evaluation tool component for Visual or Performing Arts Ability identification |

| Identification Process | | |
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| Valley STEM 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. | | |
| Valley STEM ensures there are ample and appropriate scheduling procedures for assessments and reassessment using: | | |
| Type of Assessment | Content Area(s) | Grade Level(s) |
| Individually-administered tests & small-group | Superior Cognitive Reading Math Science | 9-10 |

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| | Social Studies | |
| Audition, performance | VPA | 9-10 |
| Display of work | VPA | 9-10 |
| Exhibition | VPA | 9-10 |
| Checklists | CT & VPA | 9-10 |

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, **Valley STEM** will:

- Follow the process as outlined in this plan; and
- Notify parents of screening or assessment results and identification within 30 days.

Scheduling Procedures for Administering Assessments

Valley STEM notifies parents for/of:

- Scheduling of assessments, including whole-grade screenings
- Assessment results (within 30 days of receipt)
- Appeals procedures related to assessments and results

Screening

Valley STEM ensures equal access to screening and further assessment of all **Valley STEM** 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 the cut-off scores specified in the Ohio Department of Education and Workforce 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

Valley STEM 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

Valley STEM 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.

- Assigned district personnel reviews incoming student permanent records for the following:
 - Gifted Identification/Testing Records
 - If assessments/scores used are not approved for use by the Ohio Department of Education, then the parent will be contacted.
 - Assessment results approved for use by the Ohio Department of Education to identify giftedness in students
 - Placement of student in services that match, if applicable, the child's identified area

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

Valley STEM ensures equal opportunity for all students identified as gifted to receive any services offered for which the student meets the criteria. (Services provided by **Valley STEM**.)

| Name for Service | Service Setting | Grade Level | Criteria for Service | Service Provider |
|------------------|--|-------------|---|--|
| Gifted Services | Regular classroom with cluster grouping Language Arts, Math, Science, Social Studies EMIS Code: 205062 | 9-10 | Superior Cognitive AND/OR Reading/Math/ Science/Social Studies ID | General Education Classroom Teacher *General Education Teachers currently working toward meeting the HQPD Requirement |
| Gifted Services | Honors Classes EMIS Code: 205075 | 9-10 | Superior Cognitive ID and/or Reading ID and/or Math ID | General Education Classroom Teacher |

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| | | | | Collaboration and support between classroom teachers and gifted support personnel. |
| Gifted Services | College Credit Plus (CCP) course(s) EMIS Code: 205070 | 9-10 | Superior Cognitive and/or Reading ID and/or Math ID | General Education Classroom Teacher Collaboration and support between classroom teachers and gifted support personnel. Local college/ university |
| 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 <i>Operating Standards for Identifying and Serving Gifted Students</i> . | | | | |
| 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. | | | | |

If you have questions, please call
Cassandra Psaras, Valley STEM + ME2 Academy School Counselor
(330)729-4000