
**LIBERTY UNION-THURSTON LOCAL
DISTRICT POLICY FOR THE
IDENTIFICATION AND SERVICE OF
STUDENTS WHO ARE GIFTED**

Information for Parents



2020-2021

Contacts:

Lisa Feyko - Gifted Intervention Specialist
lisa.feyko@libertyunion.org

Kathy Simonson- Gifted Intervention Specialist
kathy.simonson@libertyunion.org

Sara Hayes- Student Services Director
sara.hayes@libertyunion.org

IDENTIFICATION

Please note: *The district follows Ohio Revised Code 3324.01-07 (law) and Ohio Administrative Code 3301-51-15 (rule).*

Student, teacher, parent, and peer referrals are accepted at all grade levels for individual screening. Referrals are taken for testing in both the Fall and Spring. Referral forms can be found in all school building main offices. Referrals may be submitted for the district's fall or spring referral deadline. Any referral received after the deadline will be screened and assessed in the following testing window which may be in the subsequent school year.

Whole grade screening for Superior Cognitive Ability, Reading, Math, and Creative Thinking Ability will take place in Grade 2. Additional whole grade screening will take place in Grade 6 (Superior Cognitive Ability, Reading, Math, Science, Social Studies, and Creative Thinking Ability). The district ensures equal access to screening and further assessment to 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. ELL students will be assessed in their native language if requested, and students with physical and sensory needs will be assessed with appropriate modifications. Tests are administered by qualified educators. By using tests from the ODE approved list, the district ensures that the tests are valid for all special populations. The district ensures that any child transferring into the district will be assessed within 90 days of the transfer if requested by the parent. Outside testing data that follows the guidelines of ORC 3324.01-07 and OAC 3301-51-15 shall be accepted for identification and service. Parents will receive written notice of all testing results.

Identification appeals may be directed to the district Superintendent.

SUPERIOR COGNITIVE ABILITY

A child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months: Scored at or above two standard deviations, on an approved individual standardized intelligence test administered by a licensed psychologist; **or** Scored at or above two standard deviations on an approved standardized group intelligence test **or** Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test, **or** Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

SPECIFIC ACADEMIC ABILITY

A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic area: Math or Reading /Writing or Science or Social Studies

CREATIVE THINKING ABILITY

A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the child: Scored at or above one standard deviation on an approved individual or group intelligence test and also did either of the following: Attained a sufficient score, as established by the department education on an approved individual or group test of creative ability **or** Exhibited sufficient performance on an approved checklist of creative behaviors.

VISUAL AND PERFORMING ARTS ABILITY

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following: Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area **and** exhibited to a trained individual sufficient performance on an approved checklist of behaviors related to a specific arts area.

SERVICES

The district serves students in Grades 3-4 identified as gifted in the areas of Superior Cognitive Ability, Mathematics, and/or Reading within a cluster group in the regular classroom, taught by a regular classroom teacher. The district also serves students in Grades 5-8 who are identified as Superior Cognitive Ability and/or Reading within a course specifically for students who are gifted, taught by a Gifted Intervention Specialist (GIS). Students in Grade 8 who are identified as Superior Cognitive Ability and/or Math are served within an accelerated Algebra I class, taught by a regular classroom teacher. Honors, Advanced Placement, and College Credit Plus courses are available at our high school with services available for gifted students. Students may be eligible for services through early entrance, subject and whole-grade acceleration, or early graduation. All regular classroom teachers receive guidance and professional development in gifted education per the requirements of the revised Gifted Operating Standards. Acceleration referrals are addressed following the district policy and the Iowa Acceleration Scale.

Withdrawal from the program is available at any time with written parent request. Placement appeals may be directed to the district Superintendent.

WRITTEN EDUCATION PLANS

Each student who receives gifted services will have a Written Education Plan. The plan will include a description of services, individual student goals, progress monitoring methods and schedules, staff responsible for services, policies regarding waiver of assignments and review dates and deadlines for the next WEP. All services will match the areas of identification. Parents and all staff responsible for implementing services will receive copies of the WEP within 30 days of its completion.

SCREENING AND IDENTIFICATION SCORES

Please note: All assessments utilized for gifted screening and identification are selected from the Chart of Approved Assessments through the Ohio Department of Education. <https://education.ohio.gov/getattachment/Topics/Common-Application-for-Requests-for-Qualifications/2019-2020-Approved-Assessment-List.pdf.aspx?lang=en-US>

Superior Cognitive Ability:

INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION SCORE
Cognitive Abilities Test (CogAT), Form 7	Grades K-1: 123+ Grades 2-12: 124+	Grades K-1: 127 Grades 2-12: 128
InView	Grades 2-12: 126+	128
Wechsler Intelligence Scale for Children, 5th Edition (WISCV) Full Scale IQ or General Ability Index	FSIQ: 123 GAI: 124	FSIQ: 127 GAI: 126
Naglieri Nonverbal Ability Test, 3rd Edition (NNAT3)	Ages 5-11: 123 Ages 12-17: 124	Ages 5-11: 125 Ages 12-17: 126

Specific Academic Ability:

INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION SCORE
Iowa Tests of Basic Skills (ITBS), Form E (grades K-8)	93%ile	95%ile
i-Ready Diagnostic (reading)	93%ile	95%ile
i-Ready Diagnostic (math)	93%ile	95%ile
Woodcock-Johnson IV, Tests of Achievement	93%ile	95%ile
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	94th %ile	95th %ile

Creative Thinking:

INSTRUMENT	SCREENING CRITERIA	IDENTIFICATION SCORE
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), Part II Creativity	Screen = 48	ID = 51
Cognitive Abilities Test (CogAT), Form 7	Grades K-1: 112 Grades 2-12: 112	None – prerequisite for a creativity evaluation
Naglieri Nonverbal Ability Test, 3rd Edition (NNAT3)	Ages 5-11: 110 Ages 12-17: 111	None – prerequisite for a creativity evaluation
Wechsler Intelligence Scale for Children, 5th Edition (WISCV) Full Scale IQ or General Ability Index	112	None – prerequisite for a creativity evaluation
Gifted and Talented Evaluation Scales 2 (GATES 2) - Creative Thinking Section, Questions 21-30	Screen: 65	ID= 83

Visual and Performing Arts

*To be identified as gifted in the visual and performing arts, a student must score in the identification range on an approved behavioral checklist **and** on a Display of Work portfolio evaluation.*

Behavioral Checklist	SCREENING CRITERIA	IDENTIFICATION SCORE
Gifted and Talented Evaluation Scales 2 (GATES 2) - Artistic Talent Section, Questions 41-50	Screen: 57	ID: 78
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS):		
Visual Arts: Part V	59	61
Drama: Part VII	54	57
Music: Part VI	37	39

Display of Work	SCREENING CRITERIA	IDENTIFICATION SCORE
Display of Work, Audition and/or Performance with Trained Individual using:		
ODE Rubric for Scoring Visual Art Display	16-20	21-24
ODE Rubric for Scoring Dance Audition/Performance	20-25	26-30
ODE Rubric for Scoring Drama/Theater Performance	16-19	20-24
ODE Rubric for Scoring Music Performance	14-17	18-21