

Planning Guide for District Gifted Education Policies

Ohio law (Ohio Administrative Code 3301-51-15) states that “the board of education of each district shall adopt a statement of its policy for the screening and identification of students who are gifted and shall distribute this policy to parents.” Please use this document as a planning tool to ensure that your district’s policy includes all required components.

Include the following in your district gifted education policy:

1. The district process for assessing students for gifted education, including:
 - a. The criteria and methods the district uses to screen and select students for further assessment for gifted identification;
 - b. The names of the test instruments that are used for assessment in each area.
 - c. The grade levels at which whole-grade screenings are done;
 - d. The process for making a referral, including who can refer students for gifted identification assessment; and
 - e. The process for assessment based upon referrals.
2. District procedures to ensure that all students have equal access to screening and further assessment for gifted identification, including:
 - a. A general statement of inclusion; and
 - b. Steps the district takes to ensure equity for traditionally underrepresented populations, particularly:
 - i. Minority students;
 - ii. Students who are economically disadvantaged;
 - iii. Students with disabilities; and
 - iv. English learners.
3. Procedures ensuring equal access for all students identified as gifted to receive any available gifted services.
4. The process for students to refuse or withdraw from gifted programs and services.
5. The district-determined scores for reassessment and the process for reassessing students who meet these scores.
6. The process for students transferring into the district to receive services.
7. A list of district gifted education services offered to students identified as gifted. Please include information about identification areas and grade levels served, as well as the settings where service takes place.

Sample Table:

Areas of Identification	Grade Level	Service Setting	Additional Information
Superior Cognitive			
Reading/Writing			
Math			
Science			
Social Studies			
Creative Thinking			
Dance			
Drama			
Music			
Visual Art			

8. Methods used for resolving disagreements between parents and the district concerning identification and service placement decisions.