



**LITTLE MIAMI POLICY AND PLAN
FOR THE IDENTIFICATION AND SERVICE
OF CHILDREN WHO ARE GIFTED**

Little Miami Local School District supports gifted students by incorporating challenging educational programs for identified students that vary in depth, breadth, complexity, pace or otherwise provide above grade-level content.

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

Little Miami Local Schools 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 | SCREEN 127(126 for K-1) ID 128 (127 for K-1) |
| Wechsler Preschool & Primary Scale of Intelligence – 4 th Edition | SCREEN 126 ID FSIQ – 127, GAI 126 |
| Wechsler Intelligence Scale for Children – 5 th Edition | SCREEN 126 ID 127 |
| Woodcock-Johnson IV, Tests of Cog Abilities | SCREEN 126 ID 127 |
| Otis Lennon, 8 th Edition | SCREEN 125 ID 126 |

Assessments the district administers that provide for specific academic identification:

| | |
|-------------------------------------------|-------------------------------------------------------------------|
| Iowa Assessments, Form E | SCREEN 94 th percentile ID 95 th percentile |
| Iowa Tests of Basic Skills (ITBS), Form A | SCREEN 94 th percentile ID 95 th percentile |
| Iowa Tests of Basic skills, Form C | SCREEN 94 th percentile ID 95 th percentile |
| Measures of Academic Progress (MAP) | SCREEN 94 th percentile ID 95 th percentile |

➤ **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification:

| | |
|--------------------------------------------------|--------------------------------------------------|
| <u>Part 1</u> | |
| Woodcock-Johnson IV, Test of Cog Abilities | SCREEN 111 ID 112 |
| Cognitive Abilities Test (CogAT), Form 7 | SCREEN 111 (110 Gr. K-1) ID 112 (111 Gr. K-1) |
| Otis Lennon school Ability Test, 8 th | SCREEN 109, ID 110 |
| <u>Part 2</u> | |
| GATES 2, Questions 21-30 | SCREEN 90-110, ID 111 |
| Gifted Rating Scales (GRS) – Creativity scales | SCREEN 60-65, ID 66 |

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

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Checklist Component for Visual, Drama, Music and Dance: GATES 2 (Section 5) with a standard score of 111 needed for ID and a standard score of 90-110 for reassessment. | |
| Gifted Rating Scales are used for reassessment with a score of 66 needed for ID and 60-65 for reassessment. | |
| Performance Component for Visual, Drama, Music and Dance: ODE rubric used. | |
| Visual – ID 21-24 and Screening 16-20 | Music – ID 18-21 and Screening 14-17 |
| Drama – ID 20-24 and Screening 16-19 | Dance – ID 26-30 and Screening 20-25 |

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) |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">Whole-grade tests | Superior Cognitive Creative Thinking Math Reading | 2 nd and 4 th 2 nd and 4 th 2 nd – 8 th 2 nd – 8 th |
| <ul style="list-style-type: none">Individually-administered tests | Superior Cog, Creative Thinking, Math, Reading, SS, Science, all areas of VPA | Any – 2 referral times each year |
| <ul style="list-style-type: none">Audition, performance | Available upon request, referral process | |
| <ul style="list-style-type: none">Display of work | | |
| <ul style="list-style-type: none">Exhibition | | |
| <ul style="list-style-type: none">Checklists | | |

Referral

We solicit referrals for potential gifted students twice a year, in the fall and in the spring. Referrals for assessment are processed for fall if received no later than October 15 and for spring if received no later than March 15.

We offer a pre-referral contact with our district gifted staff that allows parents/staff/students to share why the student may be a referral for gifted identification. Our gifted coordinator and gifted staff can guide parents and staff through the referral process.

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 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 socio-economic backgrounds, children with disabilities and children for whom English is a second language. The district offers multiple whole grade screeners from grades 2-8 to ensure that all students, including underrepresented populations, are included.

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 principal or Director of Student Services, outlining the nature of the concern.

The Director of Student Services will convene a meeting with the parent/guardian, which may include other school personnel. District staff 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. **(Include all formal services provided by the district.)**

| District Name for Service | Service Setting | Grade Level | Criteria for Service | Service Provider |
|----------------------------------|-------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Guidance Services | Guidance Services | 3 – 8 | Parent request and Team meeting | School Counselor |
| Cluster Grouping | Regular Classroom <i>Cluster Group</i> | 3 – 8 | ID in Superior Cognitive, Math and/or Reading | Regular Education teacher and/or Gifted Intervention Specialists |
| Acceleration | Regular Classroom <i>with Acceleration</i> | Any | Parent/Student/Teacher request and the Iowa Acceleration Scale completed, including above grade level Iowa assessment(s) | Regular Education Teacher or GIS |
| AP | Regular Classroom <i>AP</i> | 9 – 12 | Superior Cognitive Specific Academic | AP Teachers |
| Honors | Regular Classroom <i>Honors</i> | 3 – 8 | ID in Superior Cognitive, Math and/or Reading | Regular Education teacher or GIS |
| | | 9 – 12 | Superior Cognitive Specific Academic | Regular Education teacher or GIS |
| CCP | College Credit Plus (CCP) course | 7 - 12 | Superior Cognitive Specific Academic | Professor/Instructor |
| Arts | Art Instruction | 3 - 12 | VPA Identification | Trained Arts Instructor |

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 Gifted Students*.

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.*

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.

If you have questions, please call your building principal or
Marla Timmerman, Director of Student Services
at 513-899-2334 x 50102