

**GROVEPORT MADISON LOCAL 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 (provide at least two for assessment and reassessment purposes):

Instrument Name	Grade administered	Screening Score	Identification Score
In-View	3,5,6,7	126	128
Woodcock Johnson Test of Cognitive Abilities, 3 rd Ed.	K-12	126	127
Naglieri Nonverbal Abilities Test – Multilevel Version	K-12	123	124
Naglieri Nonverbal Abilities Test – Individual Administration	K-12	123	125 (ages 5-11) or 126 (ages 12 and up)
Cognitive Abilities Test	K-12	126 (Grades K-2) 127 (Grades 3-12)	7 th ed. – 127 (Gr. K-2), 128 (Gr. 3-12)

➤ **Specific Academic Ability**

Assessments the district administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):

Instrument Name	Grade administered	Screening Score	Identification Score
MAP (3 times per Year)	(K-1) MAP Primary (2-10) MAP	93 rd percentile	95 th percentile
Terra Nova, 3 rd Edition, Multiple Assessments	2-8	93 rd percentile	95 th percentile
Woodcock Johnson III Achievement Test	K-12	93 rd percentile	95 th percentile
PSAT Assessment Program (PSAT/NMSQT)	9-11	94 rd percentile	95 th percentile
EXPLORE Assessment	8-9	94 th percentile	95 th percentile
PLAN Assessment	9-10	94 th percentile	95 th percentile
ACT Assessment Program (AAP)	10-12	94 th percentile	95 th percentile
SAT I Reasoning Test (SAT)	10-12	94 th percentile	95 th percentile
Stanford Achievement Test (10 th Edition)	K-12	94 th percentile	95 th percentile

➤ **Creative Thinking Ability**

Assessments the district administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

Instrument Name	Grade administered	Screening Score	Identification Score
Otis Lennon School Ability Test	K-12	109	110
Woodcock Johnson Test of Cognitive Abilities, 3 rd Ed.	K-12	111	112
Naglieri Nonverbal Abilities Test – Multilevel Version	K-12	108	109
Naglieri Nonverbal Abilities Test – Individual Administration	K-12	109	110 (ages 5-11) or 111 (ages 12 and up)
Cognitive Abilities Test	K-12	110	Fm 7: 111(Gr. K-2),112(Gr. 3-12)
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	K-12	32	51
Gifted and Talented Evaluation Scales (GATES)- Creative Thinking Section IV	K-12	65-82	83

➤ **Visual and Performing Arts**

Assessments the district administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):

Instrument Name	Grade administered	Screening Score	Identification Score
Gifted and Talented Evaluation Scales Artistic Talent Section, Questions 41-50 (GATES)	K-12	Section V: 57-77	Section V: 78
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS),	K-12	Artistic V Criteria: 59, Musical VI Criteria: 37, Dramatic VII Criteria: 54	Artistic V Criteria: 61, Musical VI Criteria: 39, Dramatic VII Criteria: 57
ODE Rubrics for display of work, audition and performance	K-12	Art: 16 Dance: 20 Drama: 16 Music: 14	Art: 21 Dance: 26 Drama: 20 Music: 18

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	SC, SA—Reading, Math, Science, S.S.	Math, Reading : K-10 Superior Cog: 3,5,6,7 Science: 3,4,7,8 Social Studies: 3,5,7,8
<ul style="list-style-type: none">• Individually-administered tests	Sup Cog, Reading, Math, Science, S.S., Creativity	All (as requested) K-12 and as reassessment
<ul style="list-style-type: none">• Audition, performance	Drama, Dance, Music (instrumental and vocal)	K-12 by referral
<ul style="list-style-type: none">• Display of work	Visual Art	K-12 by referral
<ul style="list-style-type: none">• Checklists	Drama, Dance, Music, Art, creativity	K-12 by referral

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 document; 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.

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. **(Include all formal services provided by the district.)**

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Young Elementary Program	Guidance Services	K,1,2	Identified in any S.A. area (OR) Superior Cognitive Abilities.	GIS with counseling degree, GIS with Spec. Ed. licensure as well. Overseen/Mentored by lead GIS w/Counseling Degree.
	Regular Classroom Cluster Group			
Single Subject Acceleration	Regular Classroom with Acceleration	K-12	Meets district acceleration policy and data requirements; Acceleration Committee Agreement	Teacher of Upper level course
<u>AP</u> Comp and Lit Calculus Biology Chemistry US History US Government Spanish Human-Geography Psychology Music	Regular Classroom AP	11-12	Gifted identification in superior cognitive ability or SA/M, or Reading, or Science, or SS (the subject area corresponding with the course of enrollment)	AP-trained teacher with authorized AP course
CCP Approved course (varies)	Regular Classroom CCP	7-12	Gifted identification in superior cognitive ability or any SA/M,R,Sci., SS in the subject area corresponding with the course of enrollment	CCP Trained teacher with authorized course
<u>9-10 Honors</u> Geometry (early placement) 9 th grade; Honors Alg.II; Honors 9 th gr. ELA, 10 th Gr.	Regular Classroom Honors	9-10	Gifted identification in mathematics or reading or science; OR superior cognitive ability	Regular Classroom Teachers with GIS and Gifted Coordinators as support and providing PD.

ELA; Honors Biology; Honors Chemistry				
	Educational Options			
	Co-teaching Guidance Services			
	Co-teaching Cluster Group			
	Co-teaching Acceleration			
	Co-teaching AP			
	Resource Room/Pull Out			
	Co-teaching Honors			
	Educational Options with GIS			
	Self-Contained Classroom (Whole Grade)			
	Self-Contained Classroom (Single Subject)	3,4,5,6,7,8	3 rd /4 th Grade: SC or Math ID 5 th Grade: Reading and/or superior cognitive for Reading service, Math and/or Superior Cognitive for Math service 6-8: SC or Math OR Reading OR Science ID for corresponding areas of service.	All Gifted Specialists, no regular classroom teachers
	Other (Use of this option should be rare and is likely to generate a request for additional information.)			

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
Kelley Rains
at 614-492-2520