

**GROVEPORT MADISON LOCAL SCHOOLS POLICY AND PLAN  
FOR THE IDENTIFICATION AND SERVICE  
OF CHILDREN WHO ARE GIFTED  
2019-2020 – SCHOOL YEAR**

**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	Reassessment Score	Identification Score
In-View	2,5,6,7	126	128
<i>Woodcock Johnson Test of Cognitive Abilities, 4<sup>th</sup> Ed.</i>	<i>K-12</i>	126	127
<i>COGAT – FORM 8</i>	<i>K-12</i>	127	128

➤ **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	Reassessment Score	Identification Score
Measure of Academic Progress (MAP) (3 times per Year)	(2-10) MAP	94 <sup>th</sup> percentile	95 <sup>th</sup> percentile
TerraNova Achievement Test	2,5,6,7	94 <sup>th</sup> percentile	95 <sup>th</sup> percentile
Iowa Assessments Form G	K-12	94 <sup>th</sup> percentile	95 <sup>th</sup> percentile
<i>Woodcock Johnson IV Achievement Test</i>	<i>K-12</i>	94 <sup>th</sup> percentile	95 <sup>th</sup> percentile
PSAT Assessment Program (8/9) (PSAT/NMSQT)	10-11*	94 <sup>th</sup> percentile	95 <sup>th</sup> percentile
ACT Assessment Program (AAP)	10-12*	94 <sup>th</sup> percentile	95 <sup>th</sup> percentile
SAT I Reasoning Test (SAT)	10-12*	94 <sup>th</sup> percentile	95 <sup>th</sup> percentile
<i>Stanford Achievement Test (10<sup>th</sup> Edition)</i>	<i>K-12</i>	94 <sup>th</sup> percentile	95 <sup>th</sup> percentile

- Italicized tests are given only as requested by referrals in the grade levels as they are requested.
- \* Tests scores are used for students to opt to take these assessments at the secondary level.

➤ **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	Reassessment Score	Identification Score
<i>Woodcock Johnson Test of Cognitive Abilities, IV</i>	<i>K-12</i>	111	112
In-View	2,5,6,7	111	112
<i>Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)</i>	<i>K-12</i>	32	51
<i>CogAT Form 8</i>	<i>K-12</i>	111	112

➤ **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	Reassessment Score	Identification Score
<i>ODE Rubrics for display of work, audition and performance</i>	<i>K-12</i>	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:

<b>Type of Assessment</b>	<b>Content Area(s)</b>	<b>Grade Level(s)</b>
<ul style="list-style-type: none"><li>• Whole-grade tests</li></ul>	SC, SA—Reading, Math, Science, S.S.	Math, Reading : 2-10 Superior Cog & Creativity: 2,5 Science: 5,7 Social Studies: 5,7
<ul style="list-style-type: none"><li>• Individually-administered tests</li></ul>	Sup Cog, Reading, Math, Science, S.S., Creativity	All (as requested) K-12 and as reassessment
<ul style="list-style-type: none"><li>• Audition, performance</li></ul>	Drama, Dance, Music (instrumental and vocal)	K-12 by referral
<ul style="list-style-type: none"><li>• Display of work</li></ul>	Visual Art	K-12 by referral
<ul style="list-style-type: none"><li>• Checklists</li></ul>	Drama, Dance, Music, Art	K-12 by referral

### Referral

Children may be referred to the Gifted Coordinator 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.

### Steps Taken to Ensure Equal Access of Underrepresented Populations

- Use of alternative intelligence tests including nonverbal testing
- Use of a rolling window for referrals for any student within the district as well as transfer students
- Individual consultation with teachers in regards to characteristics of underserved populations
- Whole grade in reading and math testing multiple times per year in a large range of grade levels to ensure each student is assessed.
- Modifications aligned to testing manuals to ensure accommodations are made for those who require them.
- A variety of possible test measures in order to meet the needs of the population served within the district

### 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.

### Procedures to Ensure Equal Access within Services

- Students who meet identification criteria are invited to service
- Transportation is guaranteed within the district to district programming which is only in certain schools
- As new students transfer in or are identified during the year the district evaluates enrollment and in cases where students can be placed in service where equal access can be given across the district placement will be made.

### 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.

### Services for Transfer Students

A transfer student who meets the criteria for service will be eligible for gifted services. If a student enters the district and space is not available in a class they will be invited to begin services the following year.

### 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.

<b>District Name for Service</b>	<b>Service Setting</b>	<b>Grade Level</b>	<b>Criteria for Service</b>	<b>Service Provider</b>
Single Subject Acceleration	<b>Regular Classroom with Acceleration</b>	K-12	Meets district acceleration policy and data requirements; Acceleration Committee Agreement	Teacher of Upper level course
Single Subject Acceleration with GIS as the teacher of Record	<b>Self-Contained Single Subject</b>	5, 7,8	<ul style="list-style-type: none"> <li>Meets district single subject acceleration and data requirements</li> <li>Acceleration Committee Agreement</li> </ul>	GIS 5/6 compacted math 7/8 compacted math 8 Algebra 8/9 Compacted ELA
<u>AP Courses</u> (variety in all content areas which varies by student enrollment)	<b>Regular Classroom AP</b>	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 and training by Gifted Coordinator or Specialist
CCP Approved course (varies)	<b>Regular Classroom CCP</b>	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>9-11 Honors Courses</u> Honors English 9-12 Honors World History Honors Us History Honors Chemistry Honors Biology Honors Geometry Honors Algebra II Honors Pre-Calculus Honors Algebra Honors Math 6-8	<b>Regular Classroom Honors</b>	6-12	Gifted identification in mathematics, reading, S.S. or science; OR superior cognitive ability	Regular Classroom Teachers and/or GIS and Gifted Coordinators as support and providing PD.
Gifted Single Subject Self Contained	<b>Self-Contained Classroom (Single Subject)</b>	1-8	<u>1-5</u> Gifted Math sections: SC or Math ID for math courses <u>1-5</u> Gifted Reading Sections- SC or reading ID for reading course sections <u>6-8</u> : SC or Math OR Reading OR Science ID for corresponding areas of service.	All Gifted Specialists, no regular classroom teachers
Enriched Courses	<b>Cluster class</b>	4-8	Classrooms where GIS is teacher of record for both gifted and regular ed students who have	Gifted Specialists or regular ed teacher with PD and gift specialist

			been placed according to gifted identification in the content area of course.	support.
--	--	--	---	----------

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 parents will be asked to fill out the district withdrawal form found on our district website. Forms should be turned in to the Gifted Coordinator. Students will be invited to rejoin service the following year should they desire. 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  
Dr. Jana Alig, Director of Teaching and Learning,  
or Angela Ervin, Coordinator of Teaching and Learning at 614-492-2520