

2021

**Miami
East
Local
Schools**



Prepared by: Sarah Waechter,
Montgomery County ESC

**[PLAN FOR THE EDUCATION
OF THE GIFTED]**

This document includes the identification and service plan for Miami East Local Schools during the 2021-2022 school year.

The mission of Miami East Local Schools is to provide an individually focused and progressive quality education that enables students to be contributing citizens of the local and world communities. Our vision for our school is to optimize student growth and achievement while promoting students to be well-rounded learners who are innovative and critical thinkers, poised to be kind, caring, and proactive members of society.

Home of the Vikings

Gifted students' intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from, but connected to, the regular classroom all need to be considered when designing gifted curriculum and programming. Miami East Local Schools is charged with the responsibility to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

- Based on students' learning needs, appropriate types and levels of acceleration and enrichment will be offered in grades K-12. These opportunities will be evaluated annually and adjustments made based on students' learning needs.
- Service providers will design, develop, and implement high quality curriculum that is supported by research-based models appropriate for gifted students. This curriculum is aligned with or embedded to extend the regular classroom curriculum.
- Teacher training specific to the exceptional learning needs of gifted students focused on professional development related to the following competencies:
 - ✓ differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth challenge, creativity and abstractness;

- ✓ select, adapt or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
- ✓ provide an extension or replacement of the general education curriculum to modify the learning process through strategies such as curriculum compacting and to select alternative assignments and projects based on individual student needs;
- ✓ understanding the social and emotional needs and the impact of those needs on student learning, recognize underrepresented populations who are gifted and create safe and culturally responsive learning environments,
- ✓ recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
- ✓ using data to monitor and ensure growth in gifted learners, utilizing sound formal an informal assessment for academic decision making,
- ✓ participate in the development of the Written Education Plan

Identification:

The following criteria should be used to identify students for the gifted/talented program:

- A. IQ score of 130 (\pm standard error of measure) or above (or equivalent high score on any standardized individual or group test of scholastic aptitude).
- B. One or more standard deviations above average on standardized tests of achievement in reading, language, and/or mathematics.
- C. Nomination by teacher(s), parent(s), classmates, and/or the student himself/herself based on grades and/or checklists of personal characteristics (see Form 2464 F1).
- D. Demonstrated achievement of the goals and objectives in one or more academic areas of the regular school program at a level which significantly exceeds that of most students in the same situation and of the same age or experience. Also, no serious achievement deficiencies in any academic area.
- E. Demonstrated ability and willingness to perform regular classroom tasks significantly more effectively than other students in the same situation.

Whole Grade Screening-The 2017 Operating Standards for Identifying and Serving Students Who are Gifted (Ohio Administrative Code 3301-51- 15) requires districts to administer two whole-grade screenings beginning in the 2017-2018 school year. These whole grade screenings must occur once during the K-2 grade band and once during the 3-6 grade band in

each of these areas: superior cognitive ability, creative thinking ability, and specific academic ability in reading, writing or a combination of the two, as well as mathematics.

Superior Cognitive Ability— Grades 2 and 4

- *Naglieri Nonverbal Abilities Test III*
 - Screening score: 92-94 NPR
 - Identification Criteria: 95-99 NPR
- *Cognitive Abilities Test (Form 7/8): K-12 by referral or rescreen*
 - Screening score: above 126
 - Identification: 127/128 (depending on grade level) or higher

Creative Thinking Ability--- Grades 2 and 4

- *SCALES: Scales for Rating the Behavioral Characteristics of Superior Students – SRBCSS*
 - **Prerequisite cognitive ability score on Naglieri Nonverbal Abilities Test(110)*
Screening: Criteria 48-50
 - Identification Criteria: 51 or higher
- *Torrance Tests of Creative Thinking (TTCT): figural and/or verbal*
 - **Prerequisite cognitive ability score on Naglieri Nonverbal Abilities Test(110)*
Screening: Criteria 48-50
 - Identification: 95 PR

Specific Academic Ability Reading and Math---

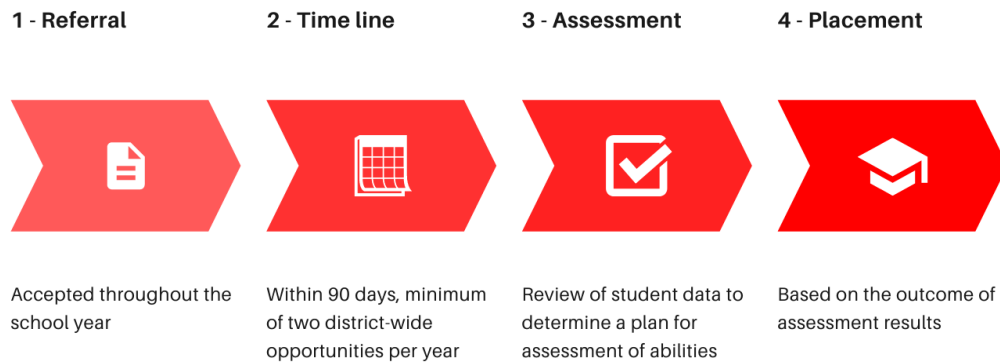
- *Iowa Assessments (Form E) Complete Battery: Whole grade screening in 2nd and 4th grades*
 - Identification: 95-99
- *Terra Nova: by referral and rescreen*
 - Identification Criteria: 95-99

Visual and Performing Arts---

- *Gifted and Talented Evaluation Scales-2 (GATES-2): K-12 by referral*
 - Dance ONLY (checklist of artistic behaviors component)
 - Identification: 111
 - Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS): K-12 by referral
 - Artistic Characteristics, part V: Raw Score-61
 - Musical Characteristics, part VI: Raw Score-39
 - Dramatics Characteristics, part VII: Raw Score-57
 - ODE Rubric of Performance Portfolio

- *Additional Notes regarding Identification:*
<https://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Visual-and-Performing-Arts-Identification>

Referrals:



- In grades K-12, districts must provide at least two opportunities per year for referred students to be tested.
- This requirement applies to all areas of identification.
- For an initial referral in any area of identification, testing must be completed within 90 calendar days of the referral.
- Assessments used must be listed on the approved assessment list from the department.
- This requirement cannot be met by reviewing previous test scores.
- Whole-grade testing to meet one opportunity for testing based on referrals.
- This requirement applies regardless of the grade levels where gifted services are available, even if no services are available in grades K-12.

Ohio Administrative Code 3301-51-15 (C)(3)(b)(iii)(a)

Appeal Procedure:

The opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment, or

the placement of a student in any program or for receipt of services may be addressed at any time throughout the year. Parents wishing to appeal should submit a letter to the superintendent or his/her designee outlining the nature of the concern. The superintendent or his/her 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.

Services—

Students who are gifted need differentiated curriculum and instruction and support services to fully develop their cognitive, academic, creative and artistic abilities or to excel in specific content areas. This includes opportunities to exceed grade-level academic indicators and benchmarks. Districts can provide a continuum of services to meet the educational needs of these students. While in the State of Ohio identification is required, services are not.

Grades 3-8:

Building administrators will use the cluster grouping enrichment model to ensure students identified as gifted are clustered with other students who have similar identification areas and educational needs. Clusters include reading and math classes for students with these academic or cognitive abilities. The general education classroom teachers, who are designated service providers, will participate in ongoing professional development regarding meeting the needs of gifted learners through differentiated lessons, scaffolding, compacting, and flexible grouping. Additionally, students in grades 7-8 may be considered for taking courses qualifying under College Credit Plus.

Grades 9-12:

Students in grades 9-12 have the opportunity to choose from a variety of ODE accepted courses such as, Advanced Placement, College Credit Plus, and Honors courses. The general education classroom teachers of these courses will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas.

Visual and Performing Arts:

Students will have opportunities to work with the specific arts instructors based on their area of specific identification and individualized learning plan/opportunities put into place to meet the student's specific educational need in the arts areas.

Annual Services Communication:

Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor and that information will be communicated fall, mid-year, and as a summative end of year report to families.

If at any time a student wishes to withdraw from the gifted services offered, parents/guardians can choose to complete a Decline of Services form. Services are determined annually and may be declined annually.

If services are not being offered by the district, a No Services explanation will be sent in place of a Written Education Plan.

Acceleration:

Acceleration should always be of consideration when determining most appropriate service options for individual students. This includes both subject and grade acceleration. It is recommended that the coordinator of gifted programming communicates with the various preschool educators/ facilities regarding early-entrance to kindergarten or early-entrance to first grade. The acceleration policy is available on the district website or by request. Students do not have to be identified as gifted to receive acceleration services.

The social/ emotional component of working with gifted students is critical and should not be overlooked. The Acceleration team must work together (with the classroom teacher) to ensure the social/ emotional needs are met for students undergoing acceleration(s).

The district follows the Ohio Department of Education's only approved tool for acceleration, The Iowa Scales, which requires ability, achievement, and aptitude testing as a pre-qualifier to holding a team meeting regarding acceleration.

The number of students identified each year should be considered and services adjusted to meet the needs of the population.

District Contacts:

Dr. Todd Rappold, Superintendent

937-335-7505

trappold@miamieast.k12.oh.us

Sarah Waechter, Gifted Coordinator

937-387-8443

sarah.waechter@mcsc.org