

# **Lima City Schools:**

## **Policy for the Identification and Servicing of Students Who Are Gifted**



*Information for Parents*

Ohio defines a student who is gifted as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment” (Ohio Revised Code 3324.01).

### Identification

- All students in grades 2 and 5 are screened for giftedness in Superior Cognitive Ability. Additional referrals can be made by teachers, parents and/or students for screening/identification. Referrals can be obtained through school principals, guidance counselors, or gifted intervention specialists.
- All students in grades 2-8 are screened for giftedness in Specific Academic in the areas of Math and Reading.
- There are two opportunities a year for screening/identification: one during the first semester and one during the second semester.
- Methods are used to screen/assess students who are culturally diverse, economically disadvantaged, have a disability or have limited English Proficiency.
- All tests will be administered in a student's native language.
- Individual tests are scored with the assistance of a school psychologist.
- Tests are valid for special populations.
- Tests are administered by qualified personnel.
- Parents are given the test results by mail and/or individual consultation within 30 days of results.
- If requested, transfer students are assessed immediately upon entrance to the district.
- Students transferring from a public or private school in the state of Ohio with a qualifying score shall be considered previously identified and serviced in accordance to their area of identification.
- Students transferring from a public or private school outside of the state of Ohio must have been identified within the previous 24 months utilizing an approved assessment.
- Appeals for decisions regarding screening and/or identification can be submitted in writing to the superintendent.

### Services

- Eligibility for giftedness is determined by Ohio Law.
- Students in grades 3-8 who are identified for giftedness in the area of Superior Cognitive are encouraged to enroll at South Science & Technology Magnet, where they are eligible for the following services:
  - Working in a small group with a Gifted Intervention Specialist in a resource room daily. Students in grades 2-5 will receive no less than 225 minutes per week in the resource room. Students in grades 6-8 will receive no less than 240 minutes per week in the resource room.
  - Participation in differentiated instruction and cluster grouping within the regular classroom setting.
  - Enrollment in accelerated coursework.
  - Enrollment in advanced placement courses, independent studies, dual enrollment, and/or College Credit Plus options at the high school level.
- Students in grades 5-8 who are identified for giftedness in the area of Superior Cognitive enrolled at North Middle School (grades 5-6) and/or West Middle School (grades 7-8) are eligible for the following services:
  - Working in a small group with a Gifted Intervention Specialist in a resource room daily. Students in grades 5 will receive no less than 225 minutes per week in the resource room. Students in grades 6-8 will receive no less than 240 minutes per week in the resource room.
  - Participation in differentiated instruction and cluster grouping within the regular classroom setting.
  - Enrollment in accelerated coursework.
  - Enrollment in advanced placement courses, independent studies, dual enrollment, and/or College Credit Plus options at the high school level.

- Students in grades 3-8 who are identified as Specific Academic may be eligible for the following services:
  - Participation in differentiated instruction and cluster grouping within the regular classroom setting.
  - Enrollment in accelerated coursework.
  - Enrollment in advanced placement courses, independent studies, dual enrollment, and/or College Credit Plus options at the high school level.
- The withdrawal process requires a Parent/Gifted Intervention Specialist conference prior to withdrawal. In addition, parents must sign a refusal of services notification annually.

### **Written Education Plans**

- Each gifted student will have a current Written Education Plan (WEP) in place.
- The WEP will consist of goals for the student specific to their area(s) of identification for each service to be provided.
- Progress of goals will be evaluated on a regular basis throughout the year.
- Parents/Guardians are encouraged to participate in the Written Education Plan by considering their own goals for their student's academic progress.
- If a student is receiving services via a cluster grouping/push-in model in the regular classroom, the Gifted Intervention Specialist will work with classroom teachers to ensure that services are delivered in accordance with the WEP as outlined.
- If a student is receiving services via a resource room/pull-out model, the Gifted Intervention Specialist will deliver services listed in the WEP as outlined.
- A waiver policy for assignments and scheduling of tests due to time spent in the resource room shall be clearly stated in the WEP and will be followed by all relevant district personnel.
- WEPs will be reviewed annually.
- Parents/Guardians and staff responsible for providing services listed in the WEP will receive a copy of the WEP.

### **Written Acceleration Plans**

- Methods of acceleration include:
  - Early entrance to kindergarten
  - Single subject acceleration
  - Whole grade acceleration
  - Early graduation
- Students can be recommended for acceleration by parents/guardians, teachers, administrators, or gifted staff.
- Potential accelerations will be considered based on a variety of factors, including but not limited to student performance data, observations, work samples, and checklists.
- Students who are accelerated will have a Written Acceleration Plan (WAP) in place for every acceleration.
- The WAP will identify the following information:
  - Area of acceleration
  - District staff responsible for acceleration
  - Transition period
  - Strategies for successful transition
  - Strategies to ensure continued progress after the completion of the transition period
  - Requirements and procedures for earning high school credit, where applicable.
- The WAP, once filed, shall be considered a record of a permanent acceleration.
- A copy of the WAP will be provided to teachers involved in the acceleration as well as parents/guardians.

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