
Written Educational Plans

Student Withdrawal

If at anytime, a parent or guardian wishes to withdraw a student from gifted programs or services, the parent should write the request to the gifted services administrator. If children request to withdraw, parents will be notified. The administrator or teacher may request a meeting to discuss the reasons for withdrawal. Parents or guardians will be asked to sign a withdrawal/decline form.

Appeal Procedure

An appeal by the parent is the course of action for reconsideration of the results of any part of the identification process, placement decisions regarding student participation in any program; and/or delivery of service(s).

Parents should submit a letter to the superintendent or gifted services administrator outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel, and will issue a written final decision within 30 days of the appeal. This written notice will include the reason for the final decision(s).

Written Educational Plans (WEPs) will be written for all identified students reported as served by Huber Heights City Schools. A copy of each student's WEP will be provided to the student's parent or guardian and to general education staff working with the student. Parents and guardians are always welcome to provide input and review their child's WEP.

The WEP describes the service(s) that each child will receive, the staff member responsible for the service, and the goals to be met. A variety of tools will be used to document student performance. Teachers and/or gifted intervention specialists will conference with students to provide communication of student progress. Copies of the evaluation will be provided to the student's parent or guardian and placed in the student's permanent record.

The WEP contains a policy for waiver of assignments, tests or class work that may occur in the student's general education classroom while the student is attending the gifted education class.

If you have questions, please contact
Kelly Bolin at the

Huber Heights City Schools

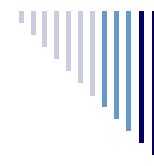
Administrative Offices.

937-237-6300 x 80119

Fax 937-237-6307

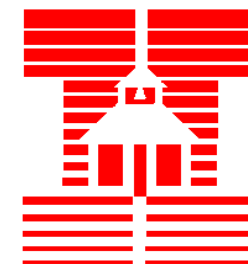
Email

Kelly.Bolin@HuberHeightsCitySchools.org



District Policy

Identification of and Services for Students Who Are Gifted



HUBER HEIGHTS
CITY SCHOOLS

**5954 Longford Road
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937-237-6300**

www.HuberHeightsCitySchools.org

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Screening and Identification

For 2018-19, Huber Heights City Schools offer whole grade screening for students in grades one, two, four and five.

Superior Cognitive Ability

HHCS uses the Naglieri Nonverbal Ability Test (NNAT3) for screening in grade 1 and the Cognitive Abilities Test (CogAt) in grades 2 and 4. Some students may be identified with these assessments, and would not require further testing. District-determined cut-off scores, to move students from the screening stage to the 2nd opportunity assessment stage, are lower than the scores necessary for identification. Parents must be notified within thirty days of the results of screening.

Specific Academic Achievement

The full composite Iowa Test of Basic Skills (ITBS) is given to whole groups in grade five. The ITBS specific subject areas Math and Reading are administered to all students in grade 2. Some students may be identified as a result of the whole group testing; others will be given an opportunity for retesting with written parental/ guardian permission. District-determined cut-off scores, found in the Assessments brochure, may move students from screening stage to the 2nd opportunity assessment stage and are lower than the scores necessary for identification. Parents are notified in writing within thirty days of the receipt of the screening results.

Creative Thinking

Students who score one standard deviation above the mean on the cognitive assessment will be given the Torrance Tests of Creative Thinking.

Visual and/or Performing Arts

Students may be nominated in writing to the gifted services supervisor. Identification is a two-step process. Students who attain the identification criteria score GATES checklist will be invited to submit a portfolio of work for visual arts evaluation, or present a performance for evaluation by trained professionals.

Referrals

The district ensures there are ample and appropriate opportunities for students to show what they know and can do by scheduling screenings and reassessment using:

- ◇ Group tests
- ◇ Individually administered tests
- ◇ Auditions and/or Performances
- ◇ Displays of Work
- ◇ Exhibition
- ◇ Checklists

Students may be referred on an ongoing basis, based on the following:

- ◇ Child request (self-referral);
- ◇ Teacher nomination;
- ◇ Parent/guardian request;
- ◇ Child referral of peer; and
- ◇ Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Referral forms can be found at the gifted services page on the HHCS website, and in each school office.

Upon receipt of a referral, the district will obtain written parental or guardian permission for assessment, arrange for appropriate assessment, and notify parents or guardians of results of assessments. The district will provide at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.

Identification Criteria

Huber Heights City Schools follow the identification criteria set by the State of Ohio in Ohio Revised Code 3324.01-07, which can be found in the "Definitions and Criteria" brochure, on the Ohio Department of Education website, www.ode@state.oh.us, or at the HHCS website.

Service Criteria

Service options may vary from year to year and are dependent on the number of students identified, areas of identification, and staffing. Service offerings will be consistent within the district, and students who meet criteria for an option will have equal access to that option. Options are described in the *Operating Standards for Identifying and Serving Gifted Students*, and are available through the HHCS website as are the criteria for current services.

District Services

The District ensures equal access for all students identified as gifted to receive services offered by the district. Services currently offered for students identified as superior cognitive include subject and whole grade acceleration, resource room pull-together and cluster grouping in grades 2-6, regular classroom cluster grouping in 7th/8th grade English-Language Arts and 7th grade Science, 7th grade advanced math, and 8th grade Physical Science/Algebra I, 7th and 8th grade Advanced Social Studies and Honors/AP/CCP courses at the high school. Subject identified students will be cluster grouped in grades 2-6 and offered cluster grouping and/or Advanced/Honors/AP/CCP courses in the corresponding subject(s) grades 7-12. Students identified in Creative Thinking will be served through cluster groups in grades 2-12.