Franklin Monroe Local School District

District Gifted and Talented Education Plan

District Gifted and Talented Education Plan & Standard Operating Procedures

Board Approved September 2026

Per ORC 3324.04 and 3324.07, districts must have a gifted plan that outlines identification and services for gifted students. The plan needs to be reviewed annually and approved by the school board.

Board Approved Plans must be submitted to the Ohio Department of Education and Workforce.

The gifted plan has been created on behalf of the Franklin Monroe Local School District in accordance with the Ohio Department of Education and Workforce by the Miami County Educational Service Center.

PURPOSE FOR THIS DOCUMENT

The purpose of this document is to guide district leaders in the planning and provisions needed for all state compliances surrounding gifted and talented education as well as how to best ensure implementation for Franklin Monroe's gifted and talented education program.

The mission of the Franklin Monroe Local School District is to provide an educational environment, which assures that all students become productive, lifelong learners and citizens with integrity.

Franklin Monroe Local School District believes all children are entitled to an education that meets their individual needs. We are committed to providing children with opportunities to nurture and further their abilities.

Our goal is to provide services for our gifted and talented learners where they can:

- Develop and apply higher-level thinking and processing skills.
- Use effective, positive leadership skills in the classroom and community.
- Use logical reasoning, creative thinking, and problem-solving skills to come to solutions or hypotheses.
- Develop a desire for excellence to improve their organizational skills and grow in personal responsibility and self-confidence as learners.

We strive to create a student-centered, rigorous academic environment specifically designed to meet the intellectual, creative, social, and emotional needs of gifted individuals within their unique culture while helping to produce self-directed, life-long learners who will become productive citizens.

The following is an outline of the district's current identification and service plan, per the Ohio Department of Education and Workforce. It should be updated and submitted annually as requested by the state.

Definitions - Gifted and Talented

Ohio Department of Education defines "Gifted" as 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.

Franklin Monroe Local Schools additionally defines "Talent" as a student's potential to perform and develop when provided with enrichment opportunities, differentiated instruction, and assessment based upon a child's strengths and interests, exposure to engaging learning environments, social-emotional learning, and curricula that encourage discovery, critical thinking, and creativity.

District Identification Plan

The district accepts referrals, screens, assesses, and identifies 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 visual and performing arts. (VPA by referral only).

The district shall provide continual or at least two windows each year for referral testing. The district ensures ample and appropriate scheduling procedures for screening, assessment, and reassessment. Please contact your child's teacher, principal, or the district gifted coordinator to request a nomination/permission to test form.

Referrals

- Children may be referred for gifted testing based on the following:
  - Child request (self-referral)
  - Teacher/school staff recommendation
  - Parent/guardian request
  - Child referral of peer

- Others (e.g., psychologists, community members, principal, gifted coordinator, etc.)

- Upon receipt of a referral and permission to assess, the district will:
  - Follow the process as outlined in this document
  - Notify parents of the results of screening or assessment and identification within thirty days of receiving the testing results.

Whole-Grade Screening

The district is required to provide a whole-grade screening opportunity at least once in the K-2 and 3-6 grade bands. The whole-grade screenings will be administered in the areas of superior cognitive ability, creative thinking ability, and specific academic ability (reading/writing and math).

Stage 1: SCREENING (First Testing)

Whole-grade testing is administered in the screening stage in grades 2 and 4. If a student meets Ohio's criteria for gifted identification in the screening stage on any Ohio-approved gifted assessment, no further testing is required. Parents must be notified within thirty days of the district's receipt of screening results. The identification scores are valid for the entirety of the student's K-12 education.

Stage 2: ASSESSMENT (Second Testing)

If the screening results are not conclusive, or a student is referred for gifted testing, the student moves to the next stage of the identification process called assessment. During the assessment phase, the student is administered an appropriate ODEW-approved assessment (see Assessment Instruments Used for Gifted Identification below). Only students who score at or above Franklin Monroe Local Schools cut-off score but below the state identification score will be "assessed" (e.g., re-tested) for giftedness. Parents must be notified within thirty days of the testing results. Franklin Monroe Local Schools use the criteria established by the State of Ohio for identification in all areas. The identification scores are valid for the entirety of the student's K-12 education.

Equitable Testing Procedures

The district will ensure the fair and equitable testing of students for gifted identification. This process includes selecting appropriate instruments and allowing for the identification of all students, including those from populations traditionally underrepresented in gifted education. The district must use allowable accommodations required by students' Individualized Education Plans (IEPs) and 504 plans.

Out-of-District Scores

The district acknowledges scores obtained within the last 24 months on assessment instruments approved by the Ohio Department of Education and Workforce, whether provided by other schools or trained personnel outside the district. In the case of a child transferring into the district, the district guarantees assessment within 90 days of the transfer upon parent request. Parents should contact the building principal or the gifted coordinator to refer their child for gifted testing. For students who transfer from an out-of-state school, the testing instrument used for identification will be referenced with the current list of approved assessments provided by ODEW. Students transferring from another district will receive gifted services after the district can verify their identification.

Appeal Procedure

An appeal by the parent is the reconsideration of the result of any part of the identification including

- Screening procedure or assessment instrument (which results in identification)
- The scheduling of children for assessment
- The placement of a student in any program
- 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 thirty days of the appeal. This written notice should include the reason for the decision(s). The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15.

Assessment Instruments Used for Gifted Identification

Franklin Monroe Local Schools use the following testing instruments for gifted screening and identification. The district makes every effort to ensure that tests reflect accurate aptitude/achievement for all students, including students with physical and sensory disabilities, that assessments used are valid for special populations, and that students are administered tests in their native language when possible. All tests are administered by qualified personnel.

Superior Cognitive Ability Assessments

Instrument	Screening Criteria	Identification Score
Whole-Grade Screening: Cognitive Abilities Test (CogAT), Form 7/8	Grades K-2: 126 Grade 3: 125 Grades 4-6: 126 Grades 7-12: 125	Grades K-2: 128 Grade 3: 127 Grades 4-6: 128 Grades 7-12: 127
Naglieri Nonverbal Ability Test, 3rd Edition (NNAT3)	Grades K-4: 124 Grades 5-7: 123 Grades 8-10: 124 Grades 11-12: 125	Grades K-4: 126 Grades 5-7: 125 Grades 8-10: 126 Grades 11-12: 127
Wechsler Intelligence Scale for Children, 5th Edition (WISC-V), Ages 6-16	Full-Scale IQ: 125 General Ability: 124	Full-Scale IQ: 127 General Ability: 126
Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities	Grades K-12: 125	Grades K-12: 127

Specific Academic Ability Assessments

Instrument	Screening Criteria	Identification Score
*(Whole-Grade Screening): iReady (Reading & Math only):	*(Grades 2 & 4) Grades 2-8: 93rd %ile	Grades 2-8: 95th %ile
ACT	Grades 11-12: 93rd %ile	Grades 11-12: 95th %ile
Iowa Test of Basic Skills (ITBS), Form E, F, G	Grades K-8: 93rd %ile	Grades K-8: 95th %ile
Woodcock-Johnson IV, Test of Achievement	Grades K-12: 93rd %ile	Grades K-12: 95th %ile

Creative Thinking Ability Assessments

To be identified as gifted in creative thinking, a student must score at or above the minimum required score set by ODEW on an approved cognitive ability assessment and behavioral checklist.

Instrument	Screening Criteria	Identification Score
Gifted & Talented Evaluation Scales, 2nd Edition (GATES 2), Creativity checklist	Grades K-12: 90-110	Grades K-12: 111
Torrance Test of Creative Ability	Grades K-12: 93rd %ile	Grades K-12: 95th %ile

Visual and Performing Arts Ability Assessments

To be identified as gifted in the visual and performing arts, a student must score at or above the minimum required score set by ODEW on an approved behavioral checklist and a portfolio or performance evaluation rubric.

Behavioral Checklist:	Screening Criteria	Identification Score
Gifted & Talented Evaluation Scales, 2nd Edition (GATES 2), Artistic Talent checklist	Grades K-12: 90-110	Grades K-12: 111

Display of Work, Audition, or Performance assessed by a trained Individual using:	Screening Criteria	Identification Score
ODE Rubric for Scoring **Dance**	20-25	26
ODE Rubric for Scoring **Drama/Theatre**	16-19	20
ODE Rubric for Scoring **Music**	14-17	18
ODE Rubric for Scoring **Visual Arts**	16-20	21

District Service Plan

Franklin Monroe Local Schools ensure equal opportunity for all students identified as gifted to receive any services offered by the district for which the student meets the criteria. Gifted services must include instruction that is differentiated from the standard curriculum for that course in depth, breadth, complexity, pace, and/or where content is above grade level. Services shall occur during the typical instructional day with flexibility allowed for scheduling district-approved internships or mentorships and higher education coursework, including credit flexibility. The chart below outlines all formal service options available through the district.

Grade Level	Service Setting	Service Provider
Grades K-6	Students will be clustered (3 or more students with similar identifications) within the general education classroom. Grade-level and subject-area acceleration are service options and require additional testing/evaluations. **See acceleration information below.* The general education classroom teachers are the gifted service providers. They will participate in gifted professional development annually (after completing 60 hours of gifted specific training) to continue to meet the needs of gifted learners through differentiated lessons and rigorous content.	Regular Classroom Teachers

Grades 7-8	Depending on the district's course offerings, students may have the opportunity to participate in an Advanced ELA, Math, Science, or Social Studies course. Cluster grouping is another service option for students enrolled in a class that does not offer a higher-level alternative. There may be situations in which a higher-level alternative is not considered appropriate placement for a child's readiness and a cluster group (3 or more students with similar identifications) may be a better alternative. Grade-level and subject-area acceleration are service options and require additional testing/evaluations.**See acceleration information below.* The general education classroom teachers are the gifted service providers. They will participate in gifted professional development annually (after completing 60 hours of gifted specific training) to continue to meet the needs of gifted learners through differentiated lessons and rigorous content.	Regular Classroom Teachers
Grade Level	**Service Setting**	**Service Provider**
Grades 9-12	Students may have the opportunity (depending on the district's course offerings) to choose from a variety of courses approved by ODEW as appropriate service settings such as honors, College Credit Plus (CCP), and Advanced Placement (AP). Cluster grouping is a service option for students enrolled in a class that does not offer a higher-level alternative (i.e. honors, CCP, and AP). There may be situations in which a higher-level alternative is not considered appropriate placement for a child's readiness and a cluster group may be a better alternative. Grade-level and subject-area acceleration are service options and require additional testing/evaluations. **See acceleration information below.* The general education classroom teachers and college professors will provide the gifted services. The teachers at Franklin Monroe will participate in professional development annually (after completing 60 hours of gifted specific training) to continue to meet the needs of gifted learners through rigorous and differentiated lessons.	College Professor and/or Regular Classroom Teachers

Written Education Plans

All school districts in Ohio reporting services to students formally identified as gifted must have a copy of a Written Education Plan (WEP) on file for each student served. These plans will be created for each student in collaboration between the service provider and a licensed gifted professional, as well as parent/guardian input. The WEP will also serve as a communication tool between the district and the parents/guardians. Ohio Administrative Code 3301-51-15 outlines the specific points that must be included in the WEP. This document should be signed by all stakeholders including parents/guardians.

Written Acceleration Plans

Districts must provide all students recommended for acceleration with a Written Acceleration Plan (WAP). The WAP describes the transition plan and outlines the supports provided to assist in the implementation of an acceleration. After the successful completion of the transition period established in the WAP, an acceleration becomes a permanent placement. Additional information regarding acceleration can be found on the Ohio Department of Education and Workforce website and Franklin Monroe Local School's board policy.

Additional Information

If at any time a student wishes to withdraw from gifted programs or services, such as choosing not to enroll in a course of study, the parent/guardian or child (if over 18) should submit a written request to the building administrator. All withdrawal requests are valid for one school year and students will be eligible for gifted services the following school year. If a student is unable to schedule a course to receive gifted services for the year, a no-service letter will be issued to parents/guardians in place of the annual written education plan (WEP).