

**DISTRICT GIFTED EDUCATION PLAN
FOR THE IDENTIFICATION OF AND SERVICES FOR
STUDENTS WHO ARE GIFTED
Handbook 2019-20**



**CIRCLEVILLE CITY SCHOOL DISTRICT
388 CLARK DRIVE
CIRCLEVILLE, OHIO 43113**

Revised 5/7/2019

LAW

On July 27, 2018 (was March 6, 2017), the Joint Committee for Agency Rule Review approved the revised gifted operating standards (Ohio Administrative Code 3301-51-15). These rules provide districts with increased flexibility while also ensuring quality education services for students who are gifted.

[Gifted Operating Standards \(July 27, 2018\)](#)

[Ohio Revised Code \(Chapter 3324 : Gifted Students\)](#)

[Quick Start Guide](#)

IDENTIFICATION

While the state of Ohio requires school districts to identify gifted students, there is no requirement gifted services be provided. Our district is required to notify a parent(s) if their child meets the criteria to be identified in the areas of superior cognitive ability, specific academic ability in reading, language arts, mathematics, science, and social studies, creative thinking ability, and visual and performing arts.

Whole group screenings for possible gifted identification in the areas of superior cognitive ability and specific academic achievement are administered district-wide.

- The MAP (Measures of Academic Progress), a state-approved nationally-normed achievement for reading and math, is administered to students in second grade through grade eight- three times a year and math for ninth/tenth grade-three times a year (95%ile or above for identification with retesting following in the 93-94%ile).

- The InView Test of Cognitive Ability is a state-approved nationally-normed abilities test administered to students in grades 2 and 6 (with identification at the 128 or above and retesting at 125-126 range.)

- Identification in the areas of creative thinking, are grades 2 and 6 (identification 112 or above with approved creativity checklist from ODE (use link to see updated [ODE list for 2019-20](#))

- The visual and performing arts is available upon request or whole screening districtwide in grades 2, 4, 8, and 10 (see [ODE list for 2019-20](#)).

Parent(s)/Guardian(s) receive a state identification letter if their child scores are at or above the 95th percentile or above in an academic area on a state-approved nationally-normed achievement test (i.e. MAP) and/or achieves a qualifying score on a state-approved nationally-normed cognitive abilities test (i.e. InView-128 or above). Receiving a state identification letter does not mean your child is being offered gifted

services in Circleville City Schools. The state identification letter should be retained. If your child is to receive gifted services, notification will be sent in a separate mailing.

Students whose screening scores fall in the screening range qualify for a second opportunity to meet the State of Ohio's criteria for gifted identification. The screening range for reading and mathematics on MAP is the 93 to 94th percentile (identification is the 95th percentile.) The screening range on the InView is 124-127 (identification is 128).

Individual students may be referred at the child's building of attendance for individual or small group testing anytime during the school year. A student may be given two opportunities a year (September 1st and March 1st) to meet the identification criteria which includes re-testing opportunity for those who fall in the retest range as a result of participation in a district-wide assessment. The assessments used will be Wechsler Intelligence Scale for Children – 5th Edition (WISC-V) and Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities for the Superior Cognitive (identification is 127 or above.) Woodcock-Johnson, IV, Tests of Achievement for specific academic (identification at the 95th percentile or above.) Visual and Performing Arts (Ohio Department of Education Rubric used for some visual and performing arts-Student must meet the score for identification on those instruments from the [ODE Chart of Approved Assessments](#).)

Gifted identification in another Ohio public school district will be recognized by Circleville City Schools. Families should provide evidence of the identification by way of letter from the previous district or other documentation. Students identified as gifted by a district outside of Ohio may be identified in Ohio if the tests used are less than 24 months old and are on the Ohio Department of Education's approved list of instruments. If the testing does not meet that criteria, the student may be referred for testing within 90 days of enrollment at parent/guardian request.

All building principals and Gifted Intervention Specialists (GIS) are provided with referral forms so parents can access them easily when visiting the buildings. Referral forms can also be emailed upon request. A copy of the referral form is also available on the Circleville City Schools website. Assessment results and placement decisions are mailed to parent(s)/guardian(s).

The assessments used by the district are on the [state approved list](#) and reflect accurate aptitude/achievement in students with physical and sensory disabilities. The Naglieri Nonverbal Ability Test, is the instruments used to screen/assess students who are culturally diverse, economically disadvantaged, have a disability or have limited English

proficiency. Minimum scores for the IQ vary depending upon the test administered and the age and/or grade level of the student.

All tests are administered by certified teachers who have valid teaching licenses and school psychologists trained in formal testing protocols.

REFERRALS

All building principals and Gifted Intervention Specialists are provided with referral forms so parents can access them easily when visiting a building. Referral forms can also be emailed upon parent/guardian request. A copy of the referral form can also be located on the Circleville City Schools website. Assessment results and placement decisions are mailed to the parent(s)/guardian(s).

Elementary referrals for testing must be received by September 1 of each year, to ensure student placement by first nine weeks of each year. A student will not be placed into a gifted cluster group after the deadline.

Middle School and High School referrals must be received by September 1 of each year, to ensure student placement by the beginning of the first nine weeks of each year. Student will not be eligible for placement after the second nine weeks of each year.

Referrals and assessments for the next school year must be submitted by March 1, and assessments completed by end of May to ensure student placement in the fall.

Referrals for students who enroll in the district after these recommended timelines will be processed and placed on an individual basis.

Placement determination is a collaborative effort between the district and families of the student who meets service criteria. If a student is to receive service it may require a change to the students classroom and/or schedule if it falls in the deadlines.

The assessments used by the district are on the state approved list and reflect accurate aptitude/achievement in students with physical and sensory disabilities. The Naglieri Nonverbal Ability Test. FCI Scoring is/are an instrument used to screen/assess students who are culturally diverse, economically disadvantaged, have a disability or have limited English proficiency. Minimum scores for the IQ vary depending upon the test administered and the age and/or grade level of the student. All tests are administered by school psychologists trained in formal testing protocols.

SERVICES

Gifted services are based upon a student’s area(s) of identification and individual needs along with personnel available to cover the caseload of identified students, which will be guided by a Written Education Plan (WEP) if student is served.

Differentiation

All students, including gifted learners, require curriculum that is differentiated according to readiness, interests, and learning styles. Differentiated instruction allows students to learn at an appropriate pace and participate in challenging and rigorous learning opportunities. Differentiating instruction involves assessing student needs, designing activities and lessons to address those needs, and evaluating the results. It enables teachers to meet the learning needs of a diverse population of students.

The Circleville City School District service criteria for a student to receive services are different from the minimum identification criteria for state reporting purposes.

District Continuum of Service

Areas of Identification	Grade Level	Service Setting	Additional Information
Superior Cognitive	K-2	Cluster	Placed in a classroom with a regular teacher who has PD gifted training with other identified gifted peers.
Superior Cognitive	3 through 5	Resource room (ALPHA)	Student will also need high achievement scores in reading and math for service
Superior Cognitive	6 through 12	Honors Classes	Students are initially recommended for placement; however, other criteria may be factored in for continuation but student may opt out.
Reading/Writing	K-5	Cluster	Placed in a classroom with a regular teacher who has PD gifted training with other identified gifted reading peers.
Reading/Writing	1-2	PETS	Delivered by the GIS

Reading/Writing	6-12	Accelerated/Honors Class/College Credit Plus	Students are initially recommended for placement; however, other criteria may be factored in for continuation but student may opt out.
Math	1-5	Cluster	Placed in a classroom with a regular teacher who has PD gifted training with other identified gifted math peers.
Math	K-2	PETS	Delivered by the GIS
Math	6-12	Accelerated/Honors Class/AP/College Credit Plus	Students are initially recommended for placement; however, other criteria may be factored in for continuation but student may opt out.
Science	7-12	Accelerated/Honors Class/AP/Robotics/College Credit Plus	Students are initially recommended for placement; however, other criteria may be factored in for continuation but student may opt out.
Social Studies	9-12	Accelerated/Honors Class/AP/College Credit Plus	Students are initially recommended for placement; however, other criteria may be factored in for continuation but student may opt out.
Music	6-12	Band/Music/Independent study	Students are initially recommended in class but student could opt out
Visual Arts	9-12	AP Art	Students are initially recommended in class but student could opt out
Superior Cognitive	K-12	Whole Grade Acceleration	Student could advance a grade level if meets all criteria with committee

Reading and/or Math	K-12	Subject Acceleration	Student could advance a grade level subject if meets all criteria with committee
Superior Cognitive, Reading and/or Math	11-12	Mentorship/Shadowing	Students must apply for independent study

Elementary Services

Cluster Services

Elementary students receive gifted service in the regular classroom through cluster grouping. Cluster grouping is an educational process in which gifted students are assigned to an otherwise heterogeneous classroom within their grade (not to exceed a 25% ratio) to be instructed in grades K-5 as room permits with gifted trained regular teachers in each grade level. Students may receive more complex and rigorous content requiring higher order thinking skills in classroom. Based upon number of students and available service/resources available for the school, plans may vary to grade level with number of teachers receiving the professional development requirements. The service plan will be reviewed and revised appropriately for the identified students who have attained gifted scores at least two or more times in the past 24 months. A Written Educational Plan (WEP) will be written by the Gifted Intervention Specialist and shared with the parent/guardian at the beginning of the school year. The following tiers will be used to place students:

For Grades 1-2

TIER 1- Students may be placed in the **reading** cluster group who score in the 95%ile or above in BOTH reading and math on a nationally normed assessment.

TIER 2- Students may be placed in the **reading** cluster group who score in the 95%ile in reading and 85%ile in Math on a nationally normed assessment.

TIER 3- Students may be placed in the **reading** cluster group who score in the 95%ile in reading and 70%ile in Math on a nationally normed assessment.

TIER 4- Students may be placed in the **math** cluster group who score in the 95%ile in math and the 85%ile in reading on a nationally normed assessment.

TIER 5- Students may be placed in the **math** cluster group who score in the 95%ile in math and the 70%ile in reading on a nationally normed assessment.

For Grades 3-5

TIER 1- Students may be placed in the **reading** cluster group who score in the 95%ile or above in BOTH reading and math at least twice on a nationally normed assessment.

TIER 2- Students may be placed in the **reading** cluster group who score in the 95%ile in reading at least twice and 85%ile in Math on a nationally normed assessment.

TIER 3- Students may be placed in the **reading** cluster group who score in the 95%ile in reading at least twice and 70%ile in Math on a nationally normed assessment.

TIER 4- Students may be placed in the **math** cluster group who score in the 95%ile in math at least twice and the 85%ile in reading on a nationally normed assessment.

TIER 5- Students may be placed in the **math** cluster group who score in the 95%ile in math at least twice and the 70%ile in reading on a nationally normed assessment.

1-2 Primary Education Thinking Skills (P.E.T.S.)

PETS serves the dual purpose of giving teachers the opportunity to identify exceptional talents in children and teaching all students higher level thinking skills. Through fictional characters in a storybook setting, young children learn to display the special skills these characters possess. PETS follows the taxonomy outline by Benjamin Bloom, presenting lessons in analysis, synthesis, and evaluation. These higher order skills are less emphasized in most primary curricula, yet students of all ability levels have shown interest and understanding of these different types of thinking. The Gifted Intervention Specialist (GIS) will deliver the 30 minute a week curriculum to the whole class in grades 1 and 2 who have cluster grouped gifted students. The GIS will also collaborate with classroom teachers to develop lessons that embed the thinking skills into other standards-based lessons.

PETS instruction is an early thinking skills program, but it is not a formal gifted service. Students do not need to be identified as gifted to participate in the activities. Gifted identification only comes from formal testing in accordance with Ohio law.

3-5 ALPHA

Students in grades 3-5 who have been identified as having Superior Cognitive ability per [ODE list of assessments](#) may also receive service in the ALPHA (Alternative Learning Processes for High Achievement) resource room program where students will focus on STEM, higher level thinking skills, Future Problem Solving, and independent study. The time spent in the program is equivalent to one full school day per week with instruction being provided by the Gifted Intervention Specialist. Students who have a cognitive ability score of 120 or above on an assessment approved by the [ODE assessment list](#), coupled with an identification in a specific academic area, may be considered for the ALPHA program.

6-8 Middle School Services

The middle school offers gifted services through accelerated/honors courses. The following accelerated/honors courses, which students will study the same standards as regular classes, but in more detail and at a faster pace, are offered: English Language Arts, Math, Algebra, Science and STEM in 8th grade.

9-12 High School Services

The high school program offers many challenging opportunities for academically talented high school students, per the following advanced placement (AP) courses: History, Calculus and Art, which prepare students to take national examinations for which they may receive credit at many colleges and universities, are offered: English, Statistics, Psychology, Chemistry, Basic Oral Communications and Algebra. In addition, other enriched courses, mentorship/ and co-curricular activities are available for students who wish to participate and challenge themselves. A student will receive a Written Education Plan (WEP) for any course they are identified in that specific course content area.



College Credit Plus

Students who meet college grade point average (GPA) and other academic requirements may also enroll in college courses for high school and/or college credit. Parent(s)/Guardian(s) should contact their student's counselor for details. A student will receive a Written Education Plan (WEP) for a College Credit Plus course if they are identified in that specific source content area.

ACCELERATION

Academic acceleration is a state-defined process that occurs when an advanced student skips a grade in a single subject or overall due to prior understanding of the material being taught.

Acceleration assessments include both on-grade level and above-grade level assessments (2 grade levels above the student's current grade level) and a cognitive abilities IQ assessment. Parent(s)/Guardian(s) are required to complete the Iowa Acceleration Scale booklet with the building principal. The Iowa Acceleration Scale also assesses factors including social/emotional development of the student.

Types of Acceleration

- Whole Grade – A student advances one or more entire grade levels or remainder of a grade level to become a full time student in a grade level above that of age peers. All instruction in all subjects and specials takes place at the upper grade level as if the student has always been in that grade. State accountability testing occurs as if the student has always been in that grade level.
- Single-Subject – A student advances one or more grade levels in one subject only to become a full time student in that course in a grade level above age peers. All instruction for the accelerated subject takes place at the upper grade level. The remainder of the school day is spent in the typical grade level. State accountability testing occurs at the higher grade level for the accelerated subject and the typical grade level for all other subjects. There are cases when such testing is optional or exempted, and there may be rule changes with high school end of course exams. Check with the supervisor for clarity on rules.
- Early Entrance to Kindergarten – A student who is not 5-years-old by the September 15th cutoff date may enter Kindergarten if eligible through the acceleration process.
- Early Entrance to 1st Grade – A student who is not 6-years-old by the September 15th cutoff date and has not completed Kindergarten may enter 1st Grade if eligible through the acceleration process. This supersedes the mandatory Kindergarten requirement if the child enters through the formal acceleration process.
- Early Graduation – A student exits high school by skipping courses through the acceleration process. This is not the same as graduating early because of completing courses earlier than planned.

A Written Acceleration Plan (WAP) is created for a student who receives an accelerated placement.

Acceleration referrals for the current school year must be received by September 1 for placements be made to the start of the school year. Acceleration referral forms are available on the Circleville City Schools web page.

WRITTEN EDUCATION PLANS

During your child's school career, you will receive a written education plan (WEP) for your student enrolled in a course that meets their gifted identification. To meet the guidelines set forth by the Ohio Department of Education, the Circleville City School District is required to send a written education plan to meet the provision of the Ohio Administrative Code. The Operating Standards WEP clause reads:

The WEP shall:

- Provide a description of the services to be provided including goals for the student in each service specified including, but not limited to, academic goals.
- Provides methods for evaluating progress toward achieving the goals specified.
- Provides methods and schedule for reporting progress to the students.
- Specify staff members responsible for ensuring that specified services are delivered.
- Specify policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general education classroom.
- Specify a date by which the WEP will be reviewed for possible revision.
- Be given to all educators who are responsible for providing gifted education services to the student, including teachers providing differentiated instruction in the general education classroom.
- Be provided to all parents who must sign a copy and return it so it can be placed in the child's permanent folder.

If your student also has an Individualized Education Plan because they are receiving Special Education services, please note that the IEP document supersedes the WEP document. The written education plan is rewritten annually for each served gifted student.

A copy of the written education plan is provided to the parent(s)/guardian(s) of the served gifted student at the time of parent-teacher conferences, a scheduled meeting, or by mail correspondence.

For each student identified as gifted who is not provided gifted services, shall receive a no services letter which clearly communicates that the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the district.

Withdrawal

Students may be withdrawn from gifted services at parent request. Requests must be made in writing, and it is strongly encouraged that the students teachers and building administration meet to find strategies to ensure student success. If withdrawal occurs, a withdrawal form must be submitted to the district office. Forms are available on the district website. Withdrawal or refusal of service is in effect for the school year in which it was requested. Students who are removed from gifted services may participate in gifted services in future years provided they meet the eligibility criteria in place for services at that time.

Disagreement Resolution

While great care is taken to insure that a proper decision is made on behalf of all interested parties in the education of a child, parents may make a written request for dispute resolution pertaining to a district's decision related to their student's Gifted Education request regarding programming, services, and identification. Prior to a written request, parents must demonstrate that there was discussion with appropriate building personnel. A recommended communication procedure would include discussion with the classroom teacher, district gifted personnel, and the building principal prior to a written request to the Superintendent. Such request shall be made in writing and addressed to the Superintendent fourteen (14) calendar days after receiving a decision letter from the district. The Superintendent has the right to the final decision.