

**DISTRICT GIFTED EDUCATION PLAN
FOR THE IDENTIFICATION OF AND SERVICES FOR
STUDENTS WHO ARE GIFTED
2021-2022**



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

Revised 05/2021

VISION

Circleville City Schools is committed to supporting the unique needs of our gifted students through a continuum of services. Our vision is to develop and sustain the next generation of creative and critical thinkers, problem-solvers, innovators, and leaders through a comprehensive framework of whole-child supports.

MISSION

Circleville City Schools is invested in the advancement of gifted services that enriches and extends the Tiger experience beyond the regular-education curriculum.

LAW

On July, 27, 2018, the Joint Committee for Agency Rule Review approved the revised gifted operating standards (Ohio Administrative Code 3301-51-15). These rules provide school 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 that gifted services *be provided*. CCS (Circleville City Schools) is required to notify parents/guardians if their student meets the criteria to be identified in the areas of superior cognitive ability; specific academic ability in reading, mathematics, science, and social studies; creative thinking ability; visual arts; and performing arts. All tests are administered by certified teachers who hold valid teaching licenses and/or school psychologists trained in formal testing protocols.

Whole-grade Testing for possible gifted identification in the areas of superior cognitive ability, specific academic ability, and creative thinking are administered district-wide.

- **MAP (Measures of Academic Progress):** a state-approved, nationally-normed achievement test for reading and math, is administered to students in grade 2 through grade 8 (95%ile or above for identification with retesting following a score in the 93-94%ile), three times a year in grades 2 - 5, and two times per year in grades 6 - 8.
- **InView Test of Cognitive Ability:** a state-approved, nationally-normed abilities test administered to students in grades 2 and 6 (128 CSI or above for identification with retesting following a score of 125-127). A score of 112 qualifies students for an assessment in the area of creative thinking.
- **Scales for Rating the Behavioral Characteristics of Superior Students Creativity checklist:** a state-approved assessment completed by teachers for any student scoring at or above 112 on the InView Test of Cognitive Ability following whole-grade screening (51 or above for identification, 48-50 for reevaluation).

- **Visual arts and Performing Arts assessments:** available upon request. The two-part assessment process involves a performance component and checklist of behaviors evaluated by a trained evaluator. (See ODE list for approved assessment for current school year.)

Parents/guardians will receive an identification letter if their student has been identified as gifted. However, receiving an identification letter does not mean the student is guaranteed gifted services. If a student is to receive gifted services, notification will be sent to parents/guardians in a separate mailing.

Individual Student Testing for possible gifted identification in the areas of cognitive ability and specific academic achievement are administered by referral only. Individual students may be referred by teachers or parents/guardians for further testing any time during the school year, with assessment opportunities occurring twice per school year (referral deadlines of September 1 and March 1). A referral form may be obtained on the district website. Additionally, all building principals and Gifted Intervention Specialists (GIS) can provide forms to parents/guardians and teachers.

- **Wechsler Intelligence Scale for Children-5th Edition (WISC-V) and Woodcock-Johnson , IV (WJIV):** state-approved intelligence assessments use to identify students with superior cognitive ability.
- **WJIV Tests of Achievement:** a state-approved achievement assessment used to identify students gifted in the academic subjects of reading, math, science, and social studies.
- **Naglieri Nonverbal Ability Test:** a state-approved intelligence assessment used for gifted identification of minority or disadvantaged students, students with disabilities, and English learner populations as needed.

Gifted Identification for New Students

- Students identified as gifted from another Ohio public school district will be recognized by CCS. Families should request that the previous school district provide evidence of the identification and notify CCS of prior identifications.
- Gifted identification for students from a school district outside of Ohio may be recognized if the tests used for identification were on the ODE's approved list of instruments at the time of testing and are no more than 24 months old.

SERVICES

CCS serves students who have been identified as gifted as follows. Gifted services are based upon a student's area(s) of identification and individual needs. Gifted students require a curriculum that is differentiated according to readiness, interests, and learning styles. Differentiated Instruction (DI) allows students to learn at an appropriate pace and to participate in challenging and rigorous learning opportunities. A Written Education Plan (WEP) will state the services provided and personnel responsible. Parents/guardians of students identified as

gifted and served by CCS will receive a copy of the WEP. Any student not receiving gifted services will receive a “No Services” letter from the district.

District Continuum of Service

Area of identification	Grade	Service Setting	Additional Information
Superior Cognitive	2	Cluster Grouping - a group of identified gifted peers	Served in a regular education classroom with a teacher who has received professional development (PD) in gifted education and a gifted intervention specialist.
Superior Cognitive	3 - 5	Resource Room -ALPHA	Served by a gifted intervention specialist (GIS)
Superior Cognitive	6 - 12	Honors Classes	Students are initially recommended for placement.
Reading and/or Math	2 - 5	Cluster Grouping - a group of identified gifted peers	Served in a regular education classroom with a teacher who has received professional development (PD) in gifted education and a gifted intervention specialist.
Reading and/or Math	6 - 12	Subject Acceleration, Honors Class, College Credit Plus (CCP), Advanced Placement (AP)	Students are initially recommended for placement.
Science	7 - 12	Honors Class, CCP	Students are initially recommended for placement.
Social Studies	9 - 12		
Performing Arts (Music, Dance, Drama/Theatre)	6 - 12	Independent Study	Students must apply for independent study, or be identified as gifted in area.
Visual Arts	9 - 12	Art Electives (Including AP Art)	Student must be identified as gifted in visual arts.
Superior Cognitive	K - 12	Whole Grade Acceleration	The first year of acceleration is considered gifted service. Student must complete IAS process.
Specific Academic Ability	K-12	Subject Acceleration	The first year of acceleration is considered gifted service. Student must complete IAS process.

Superior Cognitive, Reading and/or Math	11 - 12	Mentorship or Shadowing	Students must apply for independent study
---	---------	-------------------------	---

Service Explanations

Cluster Services

Gifted elementary students receive service in the regular classroom through cluster grouping, an educational process where gifted students are purposefully placed together within their grade to be instructed by trained teachers who have received required PD. These students, in collaboration with their gifted peers, may receive more complex and rigorous content requiring higher level thinking skills. In some cases, cluster grouping may not be available.

ALPHA (Alternative Learning Processes for High Achievement)

Gifted students in grades 3 - 5 who have been identified as having Superior Cognitive Ability may receive service in the ALPHA resource room. Students in ALPHA will focus on STEM, higher level thinking skills, Future Problem Solving, and independent study. The time spent in ALPHA is equivalent to one class period per day for a full week.

Middle School Services

Gifted students in grades 6 - 8 receive service through honors courses. Students study the same standards as in regular classes but with differentiated materials and at a faster pace. Honors courses are available in language arts and math for grades 6 - 8 and science for grades 7 - 8.

High School Services

Gifted students in grades 9 - 12 may be offered many challenging opportunities and classes. There are honors classes in English and Math, College Credit Plus (CCP) courses in English, Math, Science, and Social Studies, and Advanced Placement (AP) courses in Calculus and Art. In CCP classes, students earn college credit when they meet the college grade point average (GPA). In AP classes, students earn college credit by meeting required scores on national AP tests. Additionally, CHS offers enriched courses, mentorships, shadowing, and co-curricular activities.

Acceleration

Academic acceleration is a state-defined process that occurs when an advanced student skips a grade in a single subject or a whole grade level due to prior understanding of the material to be taught. A referral form may be obtained on CCS's website. Additionally, all building principals and Gifted Intervention Specialists (GIS) can provide forms to parents/guardians and teachers. Once a referral is received, an acceleration team will complete the Iowa Acceleration Scale (IAS) to determine if acceleration is appropriate. A Written Acceleration Plan (WAP) is created by the acceleration team for any student entering an accelerated placement upon completion of the IAS process.

- Whole grade acceleration- A student advances an entire grade level to become a full time student in that new grade level. The first year of this acceleration will be considered gifted service and a WAP will be written for the student. Gifted services after the initial year of acceleration may be in the form of the above mentioned service types.
- Single subject acceleration- A student advances one or more grade levels in a single subject to become a full time student in that course in the new grade level. The student will take the state-mandated tests in his/her new grade level. The first year of this acceleration will be considered gifted service and a WAP will be written for the student. Gifted services after the initial year of acceleration may be in the form of the above mentioned service types.
- 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 IAS 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 IAS process. This supersedes 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, per district policy.

Withdrawal from Service and Disagreements

Parents/guardians may withdraw a student from gifted service. "Decline of Gifted Services" form may be found on the district website and must be submitted each year in which the parent/guardian wishes to decline services. Additionally, parents/guardians may express disagreement with programming, services, or identification. If any issues cannot be resolved at the building level or by communicating with GIS, parents/guardians may submit formal appeal to the superintendent within 14 days of the decision. The final decision will be made by the superintendent within 30 days.