

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), three times a year in grades 2 - 5, and three 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 used to identify students with superior cognitive ability, administered by a school psychologist.
- **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 (95%ile or above for identification with retesting following a score in the 93-94%ile), administered by a school psychologist.
- **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, written by the classroom teacher in collaboration with the Gifted Coordinator. 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 (See service setting descriptions below)

Area of Identification	Grade(s)	Service Setting
Superior Cognitive	2	Cluster Grouping
Superior Cognitive	3 - 5	Cluster Grouping and/or Resource Room (ALPHA)
Superior Cognitive	6 - 12	Honors Classes College Credit Plus Cluster-grouping
Reading and/or Math	2 - 5	Cluster Grouping
Reading and/or Math	6 - 12	Honors Class College Credit Plus Advanced Placement Cluster-grouping
Science	7 - 12	Honors Classes College Credit Plus Cluster-grouping
Social Studies	9-12	Honors Classes College Credit Plus Cluster-grouping
Performing Arts (Music, Dance, Drama/Theatre)	6 - 12	Independent Study
Visual Arts	9 - 12	Art Electives Advanced Placement
Superior Cognitive	K - 12	Whole Grade Acceleration
Specific Academic Ability	K - 12	Subject Acceleration
Superior Cognitive, Reading and/or Math	11 - 12	Mentorship and/or Shadowing (requires approval)

Service Explanations

Elementary 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 high-quality professional development in various gifted competencies as outlined by the Ohio Department of Education. These students, in collaboration with their gifted peers, may receive more complex and rigorous content requiring higher level thinking skills. A Gifted Intervention Specialist may work directly with students in the cluster, where possible. In addition, students in grades 3-5 who have been identified as having Superior Cognitive Ability may receive service in the ALPHA (Alternative Learning Processes for High Achievement) resource room. Students in ALPHA will focus on deeper-learning and/or project-based learning, 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, with service from the Gifted-Intervention Specialist.

Secondary Services

Gifted students in grades 6 - 12 may be offered many challenging opportunities and classes. Honors classes and College Credit Plus (CCP) are offered in English and Math in grades 6-12, Science in grades 7-12, and Social Studies in grades 9-12. In addition, there are Advanced Placement (AP) courses currently offered in Calculus and Art. In honors classes, students study the same standards as in regular classes, but with differentiated materials and at a faster pace. Curriculum compacting may occur to allow for increased depth and complexity in preparation for future advanced coursework. 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, enriched cluster grouped courses, arts electives, independent study, mentorships, and shadowing are being offered. These services are open to students identified as gifted in Superior Cognitive Ability as well as Specific Academic Ability.

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. A Written Acceleration Plan will be written for the student. Early Entrance to Kindergarten is considered gifted service if the student is identified as gifted in the evaluation 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. A Written Acceleration Plan will be written for the student. Early Entrance to 1st Grade is considered gifted service if the student is identified as gifted in the evaluation process.
- Early Graduation- A student exits high school by skipping courses through the acceleration process, per district policy. Early Graduation is considered gifted service if the student is identified as gifted and receives a Written Acceleration Plan outlining the acceleration.

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 a formal appeal to the superintendent within 14 days of the decision. The final decision will be made by the superintendent within 30 days.