

PROGRAMS FOR STUDENTS WHO ARE GIFTED

In accordance with the belief that all students are entitled to education commensurate with their particular needs, students in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these students require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Students who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for the students who are gifted as an integral part of the total kindergarten through grade 12 program.

Identification

The District follows the identification eligibility criteria as specified in State law.

1. The District identifies students of the District, in grades kindergarten through 12, as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment as identified under State law. Accordingly, a student can be identified as exhibiting:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - 1) mathematics;
 - 2) science;
 - 3) reading, writing or a combination of these skills and/or
 - 4) social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education (ODE) for screening, assessment and identification of students who are gifted.
3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who are Gifted

The Board adopts and submits to ODE a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODE for approval. A copy of this policy is provided at time of submission. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODE-approved list to be used for the screening and identification of students who are gifted;

3. procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six;
4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;
5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including minority and disadvantaged students, students with disabilities and English learner students;
6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;
9. at least two opportunities a year for in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and
10. an explanation that the District accepts scores on assessment instruments approved for use by ODE that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services

The District adopts and submits to ODE a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all students identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of students transferring into the District.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with State law.
5. The District informs parents of the contents of this policy as required by State law.

The services likely to be provided to a student based on the nature of their identification are:

The District serves students in Grades 3-4 identified in the areas of Superior Cognitive Ability, Reading, and Mathematics daily in cluster-grouped classes with the Gifted Intervention Specialist (GIS) co-teaching with a regular classroom teacher. Students in Grades 5-8 who are identified in the areas of Superior Cognitive Ability,

Math, Reading, Science, and/or Social Studies are served in classes with enriched instruction for gifted students, taught by a regular classroom teacher. In Grade 8, students identified in the areas of Superior Cognitive Ability and/or Mathematics have the opportunity to take Algebra I as an accelerated course. These students may then take Geometry during their 9th grade year at the high school. Honors and Advanced Placement courses are available at our high school with services available for students identified as gifted. College Credit Plus courses are also available for students in Grades 7-12, with services available for students identified as gifted.

The gifted services currently available within the District and the criteria for receiving these services are:

Course/Service	Grade Level	Service Setting	Criteria 1	Criteria 2	Service Provider
Mathematics	3-4	Co-teaching Cluster Group	Specific Academic Ability - Mathematics	Superior Cognitive Ability AND 85% or higher in Mathematics	Regular Classroom Teacher and GIS
Language Arts	3-4	Co-teaching Cluster Group	Specific Academic Ability - Reading	Superior Cognitive Ability AND 85% or higher in Reading	Regular Classroom Teacher and GIS
Mathematics	5-7	Regular Classroom Honors	Specific Academic Ability - Mathematics	Superior Cognitive Ability AND 85% or higher in Mathematics	Regular Classroom Teacher
Reading	5-8	Regular Classroom Honors	Specific Academic Ability - Reading	Superior Cognitive Ability AND 85% or higher in Reading	Regular Classroom Teacher
Language Arts	5-8	Regular Classroom Honors	Specific Academic Ability - Reading	Superior Cognitive Ability AND 85% or higher in Reading	Regular Classroom Teacher
Science	5-8	Regular Classroom Honors	Specific Academic Ability - Science	Superior Cognitive Ability AND 85% or higher in Science	Regular Classroom Teacher

Social Studies	5-8	Regular Classroom Honors	Specific Academic Ability - Social Studies	Superior Cognitive Ability AND 85% or higher in Social Studies	Regular Classroom Teacher
Algebra 1	8	Regular Classroom with Acceleration	Specific Academic Ability - Mathematics	Superior Cognitive Ability AND 85% or higher in Mathematics	Regular Classroom Teacher
Honors Biology	9	Regular Classroom with Acceleration	Specific Academic Ability - Science	Superior Cognitive Ability AND 85% or higher in Science	Regular Classroom Teacher
Chemistry	10	Regular Classroom Honors	Specific Academic Ability - Science	Superior Cognitive Ability AND 85% or higher in Science	Regular Classroom Teacher
Geometry	9	Regular Classroom Honors	Specific Academic Ability - Mathematics	Superior Cognitive Ability AND 85% or higher in Mathematics	Regular Classroom Teacher
Algebra 2	10	Regular Classroom Honors	Specific Academic Ability - Mathematics	Superior Cognitive Ability AND 85% or higher in Mathematics	Regular Classroom Teacher
Honors English 9	9	Regular Classroom Honors	Specific Academic Ability - Reading	Superior Cognitive Ability AND 85% or higher in Reading	Regular Classroom Teacher
Honors English 10	10	Regular Classroom Honors	Specific Academic Ability - Reading	Superior Cognitive Ability AND 85% or higher in Reading	Regular Classroom Teacher

Visual Arts Courses	9-12	Regular Classroom Cluster Group	Visual/Performing Arts Ability - Visual Arts		Arts Instructor
Advanced Placement Courses	10-12	Regular Classroom AP	Specific Academic Ability in the associated subject area	Superior Cognitive Ability AND 85% or higher in the associated subject area	Regular Classroom Teacher or Arts Instructor
College Credit Plus Courses	7-12	Regular Classroom PSEO	Specific Academic Ability in the associated subject area	Superior Cognitive Ability AND 85% or higher in the associated subject area	Regular Classroom Teacher

Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP. The WEP is provided to parents of gifted students and educators responsible for providing gifted education services and includes:

1. a description of the services to be provided, including goals for the student in each service specified, including but not limited to measurable academic goals;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered;
5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and
6. a date by which the WEP will be reviewed for possible revision.

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

The District will develop and disseminate a "no services" letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODE.

The District submits, as required, a gifted education data audit to ODE.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the OAC rules regarding gifted education.

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[Re-adoption date: April 6, 2009]

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[Re-adoption date: June 13, 2016]

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LEGAL REFS.: ORC [3324.01](#) et seq.

OAC [3301-51-15](#)

CROSS REFS.: [IKEB](#), Acceleration

[JB](#), Equal Educational Opportunities