

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 children students require services beyond those offered in *traditional and typical* 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 selected from a state department of education approved list* and procedures. The Board encourages efforts to provide services for the children 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 children students of the same age, experience and environment, as identified under State law. Accordingly, a child 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 Gifted Students Who are Gifted

The District Board adopts and submits to ODE a plan for the screening, assessment and identification of identifying children students who are gifted. Any revisions to the District plan are submitted to the 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 students 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, *a score on any of the approved assessments is to be reviewed to determine if it meets criteria for gifted identification;*
3. procedures for the provision of at least two whole grade screening opportunities- (*in the areas of a) cognition, b) reading, writing, (or combination of skills) c) math, and d) creativity*) 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 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 assessment 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 assessment and identification of students, coordination of screening opportunities, placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff, and evaluating data to ensure gifted instructional goals are met, and accurately defined.*

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, and for reassessment of children students and assessment of students transferring into the District at the request of the student, a parent or educator.
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:

A continuum of services is offered K-12 in every gifted identification area. Students are deliberately placed with other gifted and talented students in a group and receive differentiated instruction through the general classroom teacher.

*Instruction is differentiated from the standard curriculum in depth, breadth, complexity, pace, and/or above grade level material. General education teachers are provided ongoing and embedded support and professional development consistent with ODE Gifted Regulations of 60 hours during their first four years as a Gifted Service Provider. After four years and 60 accumulated gifted professional development, general education teachers will receive ongoing and continuous gifted professional development **of no less than 10 hours per year**, from a licensed gifted educator.*

The ongoing and continuous professional development and support from a licensed gifted intervention specialist include but is not limited to the following: facilitating the general educators growth and understanding of the social emotional needs of the gifted, choices in how to differentiate based upon the individual student need, selecting and adapting curriculum to incorporate advanced, challenging, in-depth, and complex content, curriculum compacting; recognizing and responding to students with diverse needs beyond the traditional student, use of

formative and summative data to measure and monitor growth of the gifted student, guidance on gifted pedagogy to enhance academic growth opportunities for students.

The continuum of services also includes honors courses, college credit plus courses (grades 6-12), internships and mentorships, subject and or grade acceleration, educational options such as credit flex, advanced online coursework, and other options within the scope of rules 3301-35-01 and 3301-35-06 of the Administrative Code.

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

*All K-12 gifted identified students are eligible and have equal opportunity to receive services based on the area of identification, and their differentiated needs. All identified students receive the **same access** to the services listed in the continuum of services. District Coordinator and Administration will ensure that students are provided the same access and subjective criteria such as grades, and teacher recommendations are **NOT** used to exclude a student from services, as specifically outlined in the **Operating Standards for Identifying and Serving Students Who are Gifted** dated July 1, 2017.*

The continuum of gifted services will sometimes occur in lieu of the general education curriculum in these instances this is the Gifted Services Policy for waiver of assignments and scheduling of tests.

River View Board Resolution approved 11/18/1996.

- **Work assigned while gifted students are served need not be made up.**
- **Gifted students are responsible for all concepts missed while receiving services outside of the classroom.**
- **If a test is administered while a gifted student is receiving services, the student will be given a reasonable time to make up the test.**

Open communication between student, parent, and teachers regarding all aspects of the student's success is required.

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 by an educator who holds a licensure or endorsement in gifted education, and in collaboration with the general service provider. 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 provided, including goals for the student in each service specified, including measurable academic goals; goals may also include guidance goals based upon social emotional needs of the individual student.
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 coordinated 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, and instruction is provided in a regular classroom, 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. The Gifted Coordinator will provide a list of Gifted Service Providers to be updated annually.

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.

7/2019

LEGAL REFS.: ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IKEB, Acceleration
JB, Equal Educational Opportunities

NOTE: New rules for identifying and serving students who are gifted become effective July 1, 2017, as outlined in Ohio Administrative Code 3301-51-15. The rules require each board to adopt a policy on gifted identification and submit this policy to the Ohio Department of Education with the gifted identification plan. The rules now require the policy to include a detailed list of the services likely to be provided to a student, based on the nature of a student's identification, and of all gifted services that are currently available within the school district including the criteria for receiving those services. This policy must be updated to include your detailed, district specific lists prior to adoption. For assistance developing the lists, districts should refer to Ohio Revised Code 3324.07 and OAC 3301-51-25. The policy will need to be reviewed on a regular basis to ensure it is reflective of current offerings and criteria.

THIS IS A REQUIRED POLICY