



Tipp City Exempted Village Schools
Gifted Education Plan
2019-2020

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Process for Screening, Assessment, and Identification

Tipp City Exempted Village Schools screens, assesses and identifies gifted students in accordance with the Ohio Operating Standards and Ohio Revised Code. The district protocol is summarized in the chart below:

Identification	Superior Cognitive Ability	Specific Academic Ability	Creative Thinking
Assessment Tool	Cognitive Abilities Test (CogAT)	Iowa Test of Basic Skills iReady Diagnostic	CogAT/GATES2
Identification Score	127 or higher (gr K,3, 7-12) 128 or higher (gr 1, 2, 4-6)	95 th Percentile or above	CogAT 112+ GATES2
Screening Score (means further testing is needed)	125-127	93 rd to 94 th percentile	GATES2 - within 2 points of ID score
When?	Grades 2 and 5	Grade 2 (Math and Reading) Grade 5 (Math, Reading, Science)	Grades 2 and 5

Procedures to ensure equal access to screening and assessment

All assessments:

- are administered by a trained individual in conformance with the instructions provided by the publisher;
- allow for appropriate screening and identification of minority or disadvantaged students, students with disabilities, and English learners;
- are provided and administered in the student's native language or other mode of communication if English is a barrier to the student's performance or if requested by the parent;
- are provided and administered using the accommodations in a student's Individualized Education Plan or 504 Plan; if these accommodations are not consistent with a test's allowable accommodations, a comparable approved assessment instrument shall be used;
- are selected and administered so as to best ensure that when a test is administered to a student with a disability or impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the student's disability or impairment.

Screening

Whole-grade screening for superior cognitive ability, specific academic ability in math, specific academic ability in reading, and creative thinking takes place in grades 2 and 5. Additionally, screening for specific academic ability in science will take place in grade 5.

All students who score within the screening range will be assessed using instruments from the Ohio Department of Education's Chart of Approved Assessments including, but not limited to, Terra Nova (specific academic), Inview (superior cognitive), and NNAT2 (superior cognitive).

Transfer Students

The district accepts scores from any tool on the Ohio Department of Education's Chart of Approved Assessments provided by other school districts and/or trained personnel outside of the school. The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents can request assessment by contacting the building principal. Students transferring into the district have equal opportunity to participate in gifted services.

Referrals

Referrals are accepted on an ongoing basis. Referrals should be made in writing and submitted to the building principal or Gifted Coordinator. Forms are available on the District Website and the Office of Gifted Services. Referrals can be made by parents, teachers, or students. Students referred for testing will be assessed using one of the tools listed on the Ohio Department of Education's Chart of Approved Assessments within 90 days of referral. Parents will be notified of assessment results within 30 days of the district's receipt of scores.

Gifted Services

District Name for Service	Service Setting	Grade	Criteria for Service	Service Provider
Elementary				
Gifted Cluster Groups	Regular Classroom Cluster Group	3	Superior Cognitive ID, Reading ID, Math ID	Classroom teacher
Enrichment	Resource Room Pull-Together Grouping	3	Superior Cognitive ID	Gifted Intervention Specialist
Advanced Math	Self-contained Classroom, single subject, GIS is teacher of record	4	Superior Cognitive ID	Gifted Intervention Specialist
Advanced Math	Self-contained Classroom, single subject, GIS is teacher of record	5	Superior Cognitive ID	Gifted Intervention Specialist
Advanced Reading/ELA	Self-contained Classroom, single subject, GIS is teacher of record	5	Superior Cognitive ID	Gifted Intervention Specialist
Middle School				
Superior Cognitive Cluster for Reading/ELA	Regular Classroom	6-8	Superior Cog ID	Classroom teacher with training and ongoing support
Reading Clusters for Reading/ELA	Regular Classroom	6, 7	Reading ID	Classroom teacher with training and ongoing support
Math 6A	Regular Classroom (GIS as teacher of record)	6	Math or Superior Cog ID, and placement test scores	Gifted Intervention Specialist
Algebra I	Regular Classroom w/Acceleration	7, 8	Math or Superior Cog ID, and successful completion of prerequisites	Classroom Teacher with consultation from Gifted Specialists

Geometry	Regular Classroom	8	Math or Superior Cog ID, Successful completion of Algebra I	Classroom Teacher with consultation from Gifted Specialists
Science for Gifted Students	Regular Classroom (GIS as teacher of record)	7	Science or Superior Cognitive ID	Gifted Intervention Specialist
Science for Gifted Students	Regular Classroom (GIS as teacher of record)	8	Science or Superior Cognitive ID	Gifted Intervention Specialist
High School				
AP Courses	Regular Classroom, AP curriculum Calculus, Statistics Chemistry, Biology Human Geography, US History World History, Government English Lit Art Studio	9-12	Gifted ID Successful completion of prerequisites	AP trained Classroom Teacher with consultation from Gifted Coordinator
College Credit Plus - Off Campus	College Campus or Online		Gifted ID College Acceptance	College Instructor
Honors ("Accelerated") Courses	Regular Classroom: Accelerated English 9 Accelerated English 10 Accelerated American Literature and Composition Accelerated Geometry Accelerated Algebra II Accelerated Pre-Calculus Accelerated Biology Accelerated Chemistry Advanced Physics		Gifted ID Successful completion of prerequisites	Classroom Teacher with consultation from Gifted Coordinator

Tipp City Schools ensures equal opportunity for all district students who meet the written criteria for a gifted service to receive that service.

Parents/guardians may refuse services for the child or withdraw a child from services. Parents should contact the building principal and request a schedule change or alternative placement. Parents should complete an "Opt-Out" form available through the Gifted Services department.

Written Education Plan

All students who receive gifted services have a Written Education Plan (WEP). WEPs are written in collaboration between classroom teachers and gifted specialists. Copies of this document will be distributed to the service provider (teacher) and parents, and placed in the student's cumulative file. Written Education Plans provide a description of services to be provided including:

- goals for the student in each service;
- methods for evaluating progress toward achieving the goals specified;
- methods and schedule for reporting progress to students and parents;
- staff members responsible for ensuring that specified services are delivered
- policies regarding the waiver of assignments and scheduling of tests missed while participating in any gifted services provided outside the general education classroom;
- a date by which the WEP will be annually reviewed for possible revision.

The parent(s) of any identified student who is not receiving service will be notified in writing.

Appeals Procedure

Parents may 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. Parents should submit a letter to the superintendent or designee outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).