

Plan for the Education of Gifted Students Greeneview Local Schools 2025-2026



“The mission of the Greeneview Local School District is to become a district of educators working collaboratively to create an educational environment that fulfills the diverse needs of students through progressive and challenging curricula. Greeneview Local Schools wants to achieve an environment that fosters critical thinking, encourages creativity, values learning and equips our students with the skills to become successful members of the global community.”

Gifted students’ intellectual capacity, rate of learning and potential for creative contributions demand experiences apart from, but connected to, the regular classroom. Greeneview Local School District is charged with the responsibility to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

- ❑ Based on students’ learning needs, appropriate types and levels of acceleration and enrichment will be offered in grades K-12. These opportunities will be evaluated each year and adjustments made based on students’ learning needs.
- ❑ Design, develop, and implement high quality curriculum that is supported by research –based models appropriate for gifted students. This curriculum is aligned with and extends the regular classroom curriculum.

DISTRICT IDENTIFICATION AND SERVICE PLAN

The following is an outline of the district’s current identification and service plan, in accordance with the Ohio Department of Education, and it should be updated and submitted annually as requested by the state.

GIFTED DEFINITION

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

DISTRICT IDENTIFICATION PLAN

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts.

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by school staff member, teachers, parents, or other children. The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment.

Referrals

- Children may be referred in writing on an ongoing basis, based on the following:
 - Child request (self-referral);
 - Teacher/school staff recommendation;
 - Parent/guardian request;
 - Child referral of peer; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)
Upon receipt of a referral, the district will:
 - Follow the process as outlined in this document; and
 - Notify parents of results of screening or assessment and identification within 30 days.

Screening

The district is required to give a whole grade screener at least once in the K-2 grade band and at least once in the grade band of 3-6. These whole-grade screenings will be given in the areas of superior cognitive ability and specific academic ability in the areas of math, reading/ writing, or a combination of these skills.

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities, and children for whom English is a second language.

Identification

The selected screening assessment is an approved identification instrument. When the screening assessment has been completed and if the score meets cut-off scores specified in the Ohio Department of Education guidance, then the identification decision is made and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Reassessment

When the screening assessment from an approved screening instrument has been completed, if the data falls within a district-specified range below the identification score, re-assessment for possible identification occurs. A different approved assessment instrument will be used to reassess the student.

Out of District Scores

The district accepts scores, completed within the preceding 24 months on assessment instruments

approved for use by the Ohio Department of Education, provided by other schools, and/or trained personnel outside the school district. 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 shall contact the building principal or the gifted coordinator.

If a student is transferring from an out of state school, the testing instrument that was used for identification will be cross referenced with the current approved assessment list from the Ohio Department of Education.

Appeal Procedure

An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:

- Screening procedure or assessment instrument (which results in identification);
- The scheduling of children for assessment;
- The placement of a student in any program; and
- 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).

The district must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the [list](#) approved by the Ohio Department of Education.

Specific Academic Ability

The following provides a list of assessments the district may choose to administer that provide for superior academic ability identification:

i-Ready: Whole Grade Screening

Grade Level	Rescreening Score	Identification Score	Additional Information
2 - 8	93rd-94th Percentile	95th Percentile	• Math and reading only

Iowa Assessments (Form E or F) Complete Battery: K-12 by referral or rescreen

Grade Level	Rescreening Score	Identification Score	Additional Information
K Specific Academic Ability	93rd-94th Percentile	95th Percentile	• Level 5/6 • Math and reading only • Use Total Math (with or without math computation), Total ELA and Total Reading
1-12 Specific Academic Ability	93rd-94th Percentile	95th Percentile	• Levels 7-18 • Math, reading, science and social studies • Use Total Math (with or without math computation), Total ELA, Total Reading, Science and Social Studies
1-12 Superior Cognitive Ability	93rd-94th Percentile	95th Percentile	• Levels 7-18 • Use Complete Composite Total Score

Iowa Assessments Core Battery: Forms E & F can be used in grades 1-12 in reading and math only

Woodcock-Johnson IV (WJ IV) Tests of Achievement: K-12 by referral or used for rescreen

Grade Level	Rescreening Score	Identification Score	Additional Information
PreK-12 Specific Academic Ability	93rd-94th Percentile	95th Percentile	• Use scores for Broad Reading, Broad Writing and Broad Math

The ACT

Grade Level	Rescreening Score	Identification Score	Additional Information
11-12 Specific Academic Ability		95th Percentile	Math, reading/writing, and, science *use national norms only

Superior Cognitive Ability

The following provides a list of assessments the district may choose to administer that provide for superior cognitive identification:

CogAt (Cognitive Abilities Test, Forms 7 and 8 VQN Composite): Whole Grade Screening in Grades 2 and 5 and K-12 by referral or rescreen

A QN composite can be used with English learners and students with serious reading disabilities.

A VN composite can be used with students with mathematics learning disabilities

Grade Level	Qualifying Score for Creative Thinking Ability (intelligence test component)	Rescreening Score	Identification Score
K	111	125	127
1	111	126	128
2	112	126	128
3	112	125	127
4-6	112	126	128
7-12	112	125	127

NNAT3 (Naglieri Nonverbal Abilities Test, Third Edition, Levels A-G): K-12 by referral or rescreen.

Grade Level	Qualifying Score for Creative Thinking Ability (intelligence test component)	Rescreening Score	Identification Score
K-4	110	124	126
5-7	109	123	125
8-10	110	124	126
11-12	111	125	127

Woodcock-Johnson Cognitive (Option for an individual referral or rescreen)

Grade Level	Qualifying Score for Creative Thinking Ability (intelligence test component)	Rescreening Score	Identification Score
PreK-12	112	125	127

Creative Thinking Ability

The following provides a list of assessments the district may choose to administer for creative thinking identification:

Creativity gifted identification is a two-part task. Students must meet a cognitive criteria as well as a qualifying score on a creativity screener. The cognitive thresholds are listed in the cognitive assessment tables above.

Torrance Test of Creative Ability - Figural Forms A and B

Grade Level	Rescreening Score	Identification Score
K-12	93rd-94th percentile	95th percentile

Torrance Test of Creative Ability - Verbal Forms A and B

Grade Level	Rescreening Score	Identification Score
1-12	93rd-94th percentile	95th percentile

Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2)

Grade Level	Rescreening Score	Identification Score	Additional Information
K-12	90 - 110 points	111 points	Use standard scores in the Creativity checklist component for Creative Thinking Ability

Further student nominations are based on district scores, students who have moved in, and/or by specific parent and/or teacher request. The Nomination/permission to test form is available via the gifted staff. Nominated students will be administered the screening tool in their building on a prearranged date by either a gifted staff member, a district staff member, school psychologists, and/or MCESC.

Visual and Performing Arts

The following provides a list of assessments the district administers for visual and performing arts identification. Students in grades K-12 are screened by referral and/or nomination. Nominations for screening must be submitted by written request to the gifted coordinator.

VPA Identification is a two-part process. If a student attains the identification criteria checklist score, the student will be invited to submit a portfolio of works or participate in an audition to be evaluated using the Ohio Department of Education Visual and Performing Arts Rubric.

Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2)

Grade Level	Rescreening Score	Identification Score	Additional Information
Grades K-8 Ages 4-13	60-65	66	• Use T scores • Use for behavioral checklist component for Visual or Performing Arts identification – dance, drama, music and visual arts

Gifted Rating Scales, 2nd Edition (GRS-2) - Artistic Scales

Grade Level	Rescreening Score	Identification Score	Additional Information
Grades 9-12 Ages 14 and up	90-110	111	• Use standard scores • Use for behavioral checklist component for Visual or Performing Arts Ability identification – dance only

DISTRICT SERVICE PLAN

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria.

Gifted services must include instruction that is differentiated from the standard curriculum for that course in depth, breadth, complexity, pace, and/or where content is above-grade level.

Services shall occur during the typical instructional day with flexibility allowed for the scheduling of district-approved internships or mentorships and higher education coursework, including credit flexibility.

NOTES:

- Gifted services will begin in third grade after students achieve qualifying scores on approved assessments.
- After the start of the school year, newly identified students will begin gifted services the following school year.
- Superior Cognitive identifications will be served in English/Language Arts (ELA) and Math.

- Creative Thinking identifications will be served in English/Language Arts (ELA).

The following list provides all formal service options available through the district:

Grade Level	Service Setting	Service Provider
Grades 3-5	Students will be clustered appropriately in groups of 3 or more students within the general education classroom. Students should be clustered based on the identification area when this can be accomplished. The general education classroom teachers who are providing gifted services will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas. Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor.	Regular Classroom Teacher
Grades 6-8	Students will be clustered appropriately in groups of 3 or more students within the general education classroom. The general education classroom teachers who are providing gifted services will participate in professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas. Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor. Eighth-graders taking Algebra I will receive Acceleration Plans written annually in collaboration with the Gifted Supervisor and the teacher of record. Algebra 1 will be the service setting for 8th grade math.	Regular Classroom Teacher
Grades 9-12	Students will have the opportunity to choose from a variety of ODE accepted courses such as College Credit Plus, AP, and Honors when scheduling classes. Cluster grouping is a service option for students that are enrolled in a class that does not offer a higher level alternative (i.e. CCP, AP, Honors). The general education classroom teachers will participate in	Regular Classroom Teacher

	professional development regarding meeting the needs of gifted learners through differentiated lessons in specific content areas. Educators will write Written Education Plans for identified Gifted Learners in collaboration with the Gifted Supervisor. CCP students' Written Education Plans will be written in collaboration with the high school guidance counselor and the gifted supervisor using the course syllabus as a guide for the goal of course completion.	
Additional Service Options:		
Academic Acceleration	Acceleration should always be of consideration when determining most appropriate service options for individual students. This should include both subject and whole grade acceleration. It is recommended the coordinator of gifted programming communicates with the various preschool educators/ regarding early-entrance, etc. The process approved by the Ohio Department of Education (ODE) includes the use of the IOWA Acceleration Scales tool for whole-grade accelerations and recommended for single-subject accelerations.	

Written Education Plans

All school districts in Ohio reporting services to gifted students must have a copy of a Written Education Plan (WEP) on file for each student served. These plans will be created for each student in collaboration with the teacher and a gifted licensed professional. The WEP will also serve as a communication tool for parents. Ohio Administrative Code 3301-51-15 outlines the specific points that must be included on the WEP.

Withdrawal - If at any time a student wishes to withdraw from gifted programs or services the request should be written by the parent or child, if he or she is 18 years of age or older, to the building administrator. If children request to withdraw, parents will be notified.