

Philosophy

The mission of the Avon Lake City Schools, a District committed to personalized educational excellence, is to challenge students and develop their individual goals through community partnerships, resources, and technology, which will produce responsible, compassionate citizens. In the Educational Program for Academically Talented, intellectually able students follow a curriculum that attempts to achieve this goal. The students experience activities and programs that develop and challenge their abilities to think critically. The program focus is one of rigor and relevance, which will prepare students to face the challenges of the 21st Century.



Avon Lake City Schools Administration

Superintendent

Mrs. Joelle Magyar

440.933.6210 | joelle.magyar@alcsoh.org

Assistant Superintendent

Dr. Jack Dibee,

440.933.0984 | jack.dibee@alcsoh.org

Principals

Mr. Jamie Franko, Eastview Elementary
440.933.6283

Mrs. Holli Weber, Redwood Elementary
440.933.5145

Mr. Nick Moore, Westview Elementary
440.933.8131

Mrs. Theresa Lengal, Troy Intermediate
440.933.2701

Dr. Vishtasp Nuggud, Learwood Middle
440.933.8142

Mr. Michael May, Avon Lake High
440.933.6290

Gifted Intervention Specialists

Mrs. Kristen Morris, Elementary Schools
kristen.morris@alcsoh.org

Mrs. Pam Geraci, Troy Intermediate
pam.geraci@alcsoh.org

Mrs. Kristin Castrilla, Learwood Middle
kristin.castrilla@alcsoh.org

Mrs. Alice Ogonek, ESCLC Gifted Coordinator
ogonek@esclc.org
(440) 324-5777 ext 1145

Avon Lake City Schools Gifted Services 2025-26



Parent Information

Educational Programming for Gifted Students



Avon Lake City Schools

175 Avon Belden Road
Avon Lake, OH 44012
440.933.0984

www.avonlakecityschools.org

Identification

The identification process is in compliance with the Ohio Department of Education guidelines (O.R.C.3301.07 and 3324.01-3324.07). The Avon Lake City Schools' gifted identification plan identifies students in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and visual and/or performing arts ability. The identification process consists of three phases: screening, assessment, and identification:

Screening - Students are screened in Grades 2 and 5 using the InView test of cognitive abilities. Students in grades 2-8 are screened in Math and Reading using the Measure of Academic Performance (MAP).

Assessment - Following screening, small group and individual assessments are provided for potentially gifted students using the Woodcock Johnson IV, Stanford, and/or Naglieri Nonverbal Abilities Test 3 (NNAT3).

Written Education Plans - Written Education Plans (WEPs) are annually prepared for all students who are identified and served. The WEPs will be sent home electronically through PowerSchool.

Referral - Students can be referred for assessment by parents, teachers, or students in October and April (twice yearly). Referral forms are available in the office of each building and [online](#).

Assurances - The District meets the ODE requirements for evaluation of students who are culturally diverse, economically disadvantaged, students with physical and sensory disabilities and students who have

Identification (cont.)

limited English proficiency. The District identifies using only state-approved tests which are administered by trained personnel.

Acceleration - The District has a state-approved plan in place.

Outside Testing - The District will accept outside test results if they appear on the state-approved list.

Transfer Students - The District will review testing from previous schools to determine whether students qualify for service and/or further assessments.

Appeal - The District has an appeals process for decisions regarding screening and identification. The initial step in the process is to submit a written statement to the building principal explaining the reason(s) for the appeal of identification.

Withdrawal - A parent may request in writing to the principal exit from gifted services provided. The principal will facilitate the request.

Program Services

Grade 2:

Gifted Enrichment

Identified gifted students receive differentiated assignments tailored to their area of identification, allowing them to explore topics in greater depth and complexity. Elementary school teachers participate in professional development in gifted education and collaborate with the gifted intervention specialist to design and implement enrichment opportunities that challenge and engage students.

Program Services (cont.)

Grades 3-4

Gifted Cluster Grouping

Students with a gifted identification in superior cognition or a specific academic ability (math and/or reading) are placed in classrooms with peers who share similar abilities. Classroom teachers, who receive professional development in the area of gifted education, deliver differentiated instruction to meet the unique needs of gifted learners. Additionally, a gifted intervention specialist collaborates and co-teaches with classroom teachers to design and implement engaging, challenging lessons and activities for gifted students.

Grades 5-6

Academic Core Placement

Students identified in superior cognitive ability or specific academic areas can participate in the Plus Program for English Language Arts (ELA) and/or Math. These programs provide advanced coursework and opportunities for participation in county-wide enrichment activities. Services for gifted students are supported by a Written Education Plan (WEP), ensuring academic and personal growth.

Grades 7-12

Differentiation and Course Selection

In grades 7-12, the needs of gifted students are addressed through differentiated instruction and a variety of advanced course offerings. Students can pursue their academic interests and reach their potential through access to Honors, Advanced Placement (AP) and College Credit Plus (CCP) courses to meet their potential. Services continue to be guided by a Written Education Plan (WEP).