2026-2027
Lakewood Local School District

Parent Guide for the Identification of and Services for Children Who Are Gifted

Lakewood Local Schools

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I. Defined

Gifted students in Ohio are defined in the Ohio Revised Code (ORC) Section 3324.01 as "those who perform or show potential for performing at remarkably high levels of accomplishment when compared to other of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of ORC Section 3324.03.

Students may be identified in one or more of the following areas:

- Superior Cognitive Ability
- Specific Academic Ability
- Creative Thinking Ability
- Visual or Performing Arts Ability

II. Lakewood Local Schools Philosophy for Gifted Education

Lakewood Local School District believes all students deserve educational opportunities that support growth, challenge, and personal achievement. In order to realize their contributions to self and society, Gifted and Talented students, by virtue of their outstanding abilities and being capable of high performance, require differentiated educational services beyond those normally provided by the regular school program. We support the development and implementation of services, which will assist gifted and talented students to reach their full cognitive, creative, and academic potential. Services for the Gifted and Talented students should be an integral part of the total educational program and not an optional provision.

Motivating and challenging Gifted and Talented students enhances both the student and society. Research suggests these students often learn by intuitive leaps and unique perceptions; therefore, their educational provisions must also be unique to allow interaction with their intellectual peers in specialized risk-free environments. Gifted and Talented students are individually and intellectually different. One cannot say there is one best single pattern for organizing educational opportunities for the Gifted and Talented; however, these students need to be provided various opportunities for interaction with their intellectual peers.

III. Lakewood Local Schools Board Gifted Policy

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

Children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. The Board encourages efforts to provide services for the children 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 children of the district, in grades kindergarten through twelve, as gifted children who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment, as identified under State law. Accordingly, a child 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
        4) Social Studies
    C. Creative Thinking Ability
    D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music (instrumental or vocal), dance, drama.

2. The district uses only those instruments approved by the Ohio Department of Education and Workforce (ODEW) for screening, assessment, and identification of children who are gifted.

District Plan for Identifying Gifted Students

The district adopts and submits to the Ohio Department of Education and Workforce (ODEW) a plan for the screening, assessment and identification of children who are gifted. Any revisions to the district plan will be submitted to ODEW for approval. The identification plan shall include the following:

1. The criteria and methods used to screen and select children for further assessment of who performs or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas.
2. The sources of assessment data are used to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted.
3. An explanation for parents of the methods used to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language.
4. The process of notifying parents regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted.

5. An opportunity for parents/guardians to appeal to any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services.
6. Procedures for the assessment of children who transfer into the district.
7. At least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.
8. An explanation that the district accepts scores on assessment instruments approved for use by ODEW that are provided by other school districts and trained personnel outside of the district.

The district's plan may provide for contracting with any qualified public or private service provider for 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 ODEW a plan for a continuum of services that may be offered to students who are gifted.

1. The district ensures equal opportunity for all children identified as gifted to receive any or all services offered by the district.
2. The district implements a procedure for withdrawal of children from District gifted programs or services and for reassessment of children.
3. The district implements a procedure for resolving disputes regarding 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 district provides gifted services based on the student's area(s) of identification and individual needs and is guided by a written education plan (WEP). The WEP, which is provided to parents of gifted students and educators responsible for providing gifted education services, includes a description of the services to be provided, including goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified, and methods and schedule for reporting progress to students. The WEP also specifies staff members responsible for providing that specific services are delivered and a date by which the WEP will be reviewed for possible revision.

Gifted Education Service Providers

Gifted education instruction is provided in various service setting options by teachers either with a gifted endorsement or with additional gifted professional development and ongoing assistance from an educator with gifted licensure in accordance with the 2024 Ohio Operating Standards for Identifying and Serving Students Who Are Gifted (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. Gifted services include instruction that is differentiated from the standard curriculum for the course in depth, breadth, complexity, pace and/or where content is above-grade level. Where gifted services are provided in a regular classroom, the teacher is either licensed in gifted education or has received gifted professional development and receives ongoing assistance from a gifted education intervention specialist or a coordinator of gifted education.

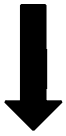
Annual Report and Accountability

1. The district submits, as required, a gifted annual report to the ODEW.
2. The district submits, as required, a gifted education data audit to ODEW.

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

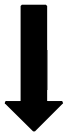
IV. Identification Process

Lakewood Local School District uses a four-part approach to screen students who perform or show potential for performing at high levels of accomplishment in superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.



STAGE I: Pre-Assessment

The pre-assessment part of the process involves gathering student data and testing referrals from a variety of sources including teacher, parent, and peer nominations, grades, group test scores, portfolios, observations, review of student records, and outstanding products or performances. All students are included in the preassessment process. By using the pre-assessment process, the district ensures equal access to screening and further assessment by all District students, including culturally diverse, those from low socioeconomic backgrounds, those with disabilities and those for whom English is a second language.



STAGE II: Screening

The screening stage examines the data gathered from the pre-assessment stage and adds the use of the Renaissance Learning STAR assessment as a screener in Math and Reading. The STAR screener is given to all students in the district three times per year in grades 1-5 for Math and grades 3-5 for Reading.

District determined cut-off scores that move students from the screening stage to the assessment stage are lower than the scores necessary for identification. This approach ensures that no potentially gifted student goes unidentified. This process aims to include, rather than exclude, students in the screening pool for identification. District determined cut-off scores are noted next to each test that is used for screening. Parents must be notified within 30 days of receipt of the results of the screening.

Assessment and reassessment are an ongoing process in the Lakewood Local School District. Whole-grade screening for superior cognitive and creative thinking identification is done in 2nd grade and 5th grade using the InView and an approved ODEW creativity checklist. Whole-grade screening for specific academic identification in the areas of Science and Social Studies using the IOWA test will be completed once in 5th grade also. Whole grade screening for specific academic identification in the area Reading, Math and Science is also given once in 11th grade using the ACT. All referrals received from the pre-assessment stage for potential identification in visual/performing arts are automatically considered using the appropriate instruments/exhibits through a countywide process run by LRESC.



STAGE III: Assessment

Additional assessments, because of screening and referrals, are administered by a licensed or certified gifted coordinator or school psychologist. Lakewood Local Schools may contract with a qualified public or private service provider to administer the assessment services. Once the assessment has been completed, the data obtained through all stages of identification and evaluation are analyzed, and the identification decision is made.

Lakewood Local Schools accepts scores on assessment instruments approved by the Ohio Department of Education and Workforce (ODEW), including those given by other school districts or by appropriately trained personnel outside of the district. Testing scores on Ohio approved tests that were taken out of state will be accepted as long as they were given within the preceding 24 months and completed according to the testing company's specifications.



STAGE IV: Identification, Additional Assessments, or Does Not Qualify

Identification: Students who meet the state criteria for giftedness (ORC 3324.03) are identified at the end of the entire screening and assessment process. The student's educational needs and services are determined at that point.

Additional Assessments: When the results fall below the state criteria for identification, but at or above the district screening score, additional assessments may be given to the student.

Does Not Qualify: The student is not identified if s/he fails to meet the state criteria for identification. Parents are notified within 30 days of receipt of any assessment results.

V. Special Populations

The Lakewood Local School District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English Learners (EL), economically disadvantaged students, homeless students, disabled students, students with physical or sensory disabilities and any other student who may have special circumstances will not be excluded from potential gifted identification in any manner.

Assessment instruments and conditions shall be used that are appropriate for each student. For example, an EL student may be assessed using a nonverbal assessment instrument. If necessary, translators should be provided for students who need that accommodation. Only tests that are valid for special populations shall be used for students from diverse backgrounds. All tests used must be on the current Chart of Approved Gifted Identification/Screening Instruments from ODEW.

VI. Retesting

The Lakewood Local School District aims in its identification process to not exclude students from identification. Occasionally, another assessment instrument is used when the results from additional testing are still inconclusive. All parents, at any time, may have an outside trained examiner test a child using instruments approved by ODEW, at the parents' expense.

Children who have requested assessment or who have been recommended for assessment by teachers, parents, or other children are provided at least two opportunities a year for assessment. Once a student has been identified, the identification is permanent. Per parent request, a student who has been individually tested who meets the re-assessment criteria will be re-assessed.
To discuss retesting, please contact the Coordinator of Gifted Services at the Licking Regional ESC (740-349-6105) or the Director of Teaching & Learning (740-928-5878).

VII. Appeal Procedure

An appeal by the parent and/or guardian is the reconsideration of the results of any part of the identification process which would include:

- Screening procedure or assessment instrument which results in identification
- The scheduling of a student for assessment
- The placement of a student for services
- Receipt of services

Parents should submit a letter to the Coordinator of Gifted Services outlining the nature of the concern. The Coordinator of Gifted Services will convene a meeting with the parents, which may include other school personnel. A written final decision will be issued within 30 days of the appeal and include the reasons for that decision. Letters can be mailed to:

Lakewood Local Schools Coordinator of Gifted Services
525 E. Main Street
P. O. Box 70
Hebron, OH 43025

VIII. Transfer Students

Any student transferring into the district will be assessed within 90 days of the transfer at the request of the parent. This request can be made in writing to either the building principal or gifted coordinator. The Coordinator of Gifted Services shall send the parent and/or guardian a referral/permission form to be completed for the student to be tested. Parents and/or guardians of transfer students who are assessed will receive results within 30 days of receipt of assessment results.

If a student was previously identified in Ohio or another state, parents and/or guardians need to contact the building principal where they are enrolling. Once a student has been identified in Ohio, there is no need to re-identify a student. Parents and/or guardians are encouraged to share past

Written Education Plans (WEP) and other pertinent records with the building principal and/or the Coordinator of Gifted Services. The Lakewood Local School District accepts outside testing data that follows ORC 3324.01-.07. Parents and/or guardians who have any questions about the transfer of a student to the Lakewood Local School District should call the Coordinator of Gifted Services at 740-349-6105.

IX. Assessment Instruments Used by Lakewood Local School District for Gifted Identification

The Lakewood Local School District only uses assessment instruments (tests) for screening and identification approved by ODEW. To ensure that the test results accurately reflect each student's aptitude or achievement level, tests have also been included that will allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities, and students for whom English is a second language.

The following tests are used in this District for screening and identification. Our District also acknowledges the standard error of measurement (SEM) on these tests in generating eligibility scores. Initial identification must be based on an identification instrument result no older than 24 months.

SUPERIOR COGNITIVE ABILITY

Within the preceding 24 months, the child has:

- scored 2 standard deviations above the mean (minus the standard error of measurement), on either an approved individual standardized intelligence test administered by a licensed psychologist or on an approved standardized group intelligence test,
- performed at or above the 95th percentile on the composite battery of an approved, nationally normed achievement test or,
- attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

Instruments used in determining Superior Cognitive Ability:

Instrument Name	Grade Administered	Re-Screening Score	Identification Score
InView Cognitive Abilities Assessment	2 & 5	125	128
Woodcock Johnson IV (WJIV) Test of Cognitive Abilities	K – 12	125	127
Naglieri Nonverbal Abilities Test – 3rd Edition (NNAT3)	K - 12	124	125 (grades 5-7) 126 (grades K-4, 8-10) 127 (grades 11-12)
Cognitive Abilities Test, Nonverbal Battery, 7th Ed or 8th Ed.	K – 12	125	127 (grades K, 3, 7-12) 128 (grades 1, 2, 4-6)

SPECIFIC ACADEMIC ABILITY

The Lakewood Local School District seeks to identify students who have specific academic ability in math, reading, science, and/or social studies. The Gifted Services staff may serve students and may also serve as a resource for general education teachers for the purpose of helping meet the needs of children with specific academic identification. A child who has an aptitude in a specific subject area that is consistently superior can profit from differentiated instruction and may need subject acceleration. Within the preceding 24 months, the child has:

- performed at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field (reading, mathematics, science, or social studies). A student may be identified as gifted in more than one specific academic ability field.

Instruments used by district in determining Specific Academic Ability:

Instrument Name	Grade Administered	Re-Screening Score	Identification Score
Iowa Tests of Basic Skills (ITBS) Complete Battery (Reading, Mathematics, Science & Social Studies)	1 - 12	94th Percentile	95th Percentile
Iowa Tests of Basic Skills (ITBS) Complete Battery (Reading & Mathematics)	K	94th Percentile	95th Percentile
STAR (Reading)	3-12	94th Percentile	95th Percentile
STAR (Mathematics)	1-12	94th Percentile	95th Percentile
The ACT (Mathematics, Reading, Science)	11-12	94th Percentile	95th Percentile
Woodcock Johnson IV, Tests of Achievement (Reading & Mathematics)	K - 12	94th Percentile	95th Percentile

CREATIVE THINKING ABILITY

The Lakewood Local School District seeks to identify students in both creative thinking ability and visual/performing arts. While we do not offer specific services for Visual and Performing Arts, gifted services specialists are working each year to increase service in the area of Creative Thinking. Service specialists in both identification areas do try to assist parents and students who have been identified with educational options or information about special programs specific to each child's identification area.

A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and did either of the following:

- Attained a sufficient score, as established by the department of education and workforce, on an approved individual or group test of creative ability; or
- Exhibited sufficient performance, as established by the department of education and workforce, on an approved checklist by a trained individual of creative behaviors. o Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.

Instrument Name	Grade Administered	Re-Screening Score	Identification Score
InView Cognitive Abilities Assessment	2 & 5	111	112
Woodcock Johnson IV (WJIV), Test of Cognitive Abilities	K – 12	111	112
Naglieri Nonverbal Abilities Test – 3rd Edition (NNAT3)	K - 12	108 (grades 5-7) 109 (grades K-4, 8-10) 110 (grades 11-12)	109 (grades 5-7) 110 (grades K-4, 8-10) 111 (grades 11-12)
Cognitive Abilities Test, 7th Ed.	K – 12	110 (grades K-1) 111 (grades 2-12)	111 (grades K-1) 112 (grades 2-12)
The Gifted Rating Scales, 2nd Edition (GRS-2)	K – 12	60-65	66 or above
Gifted and Talented Evaluation Scales 2nd Edition (GATES-2)	K – 12	90-110	111 or above

VISUAL OR PERFORMING ARTS ABILITY

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following:

- Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
- Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area. These areas are drawing, painting, sculpting, music (instrumental or vocal), dance and drama.

Note: ODEW's Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts shall be used during the identification process in this category. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the arts area(s).

Instrument Name	Grade Administered	Re-Screening Score	Identification Score
The Gifted Rating Scales, 2nd Edition (GRS2)	K - 12	60-65	66 or above
Gifted and Talented Evaluation Scales 2nd Edition (GATES-2)	K - 12	90-110	111 or above
ODEW Rubrics for display of work, audition and performance	K - 12	Art: 16 – 20 Dance: 20 – 25 Drama: 16 – 19 Music: 14 – 17	Art: 21 or above Dance: 26 or above Drama: 20 or above Music: 18 or above

X. Service Plan

The district ensures equal opportunity for all students identified as gifted to receive services offered by the district. Service placement criteria shall be consistently applied as specified in the screening and identification criteria. The same services will be consistently offered at each grade level and all buildings at those grade levels to all qualifying children. The criteria used for service may not discriminate based on race, gender, ethnicity, disability status, first language or socio-economic status. Placement for District services should match the service criteria used in determining eligibility. The Lakewood Local School District acknowledges that gifted students have diverse needs and aims to offer a continuum of services as appropriate for students. The district will ensure that students identified as gifted are placed in settings with similar or related areas of identification to the maximum extent possible.

All gifted services in the Lakewood Local School District shall be delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code. Districts are required to identify gifted students. However, school districts are not required to provide gifted education services. Currently, the state provides school districts with partial funding for identifying gifted students and employing or contracting gifted education staff. The Lakewood Local School District strives to offer a continuum of services to serve the diverse needs of gifted students within the available resources.

A CONTINUUM OF SETTINGS AND SERVICES

Grade	Services That May Be Provided
K – 1	● Early entrance to kindergarten/1st grade if appropriate (Written Acceleration Plans for those who qualify) ● Targeted instruction in the general education setting
2	● Cluster grouping per student needs based on available data ● Targeted instruction in the general education setting
3 – 5	● Specialized subject specific classrooms for students with highest cognitive and/or achievement needs ● Cluster grouping per student needs based on available data ● Targeted instruction in the general education setting
6 – 8	● Advanced courses offered and high school credit courses available ● Cluster grouping per student needs based on available data ● Targeted instruction in the general education setting
9-12	● Honors/Advanced Placement (AP)/Advanced courses ● College Credit Plus (CCP) and other dual enrollment opportunities ● Mentorship opportunities and other educational options ● Cluster grouping per student needs based on available data ● Targeted instruction in the general education setting

<u>GIFTED MATH and GIFTED ELA CLASSROOMS:</u>

A specialized Mathematics and/or ELA classroom is where the district places cognitive identified and/or mathematics or reading identified gifted students in a classroom and a Math or Literacy Specialist, Gifted Intervention Specialist, or trained cluster teacher is the teacher of record for the subject matter, five days a week. These classrooms may include a compacted curriculum, leading to single subject acceleration. Students in these classrooms are considered served and will have a Written Education Plan.

<u>CLUSTER GROUPING WITHIN CLASSROOM(S):</u>

Gifted identified students are purposefully clustered together using their areas of identification into classes where the classroom teacher is receiving ongoing support, specialized training, and professional development in gifted education and will purposefully differentiate and modify the curriculum to help meet each student's needs. These students are considered served in their area of identification and will have a Written Education Plan.

<u>HONORS and ADVANCED PLACEMENT (AP) COURSES:</u>

Students with gifted identification in superior cognitive ability, creative thinking ability, and/or gifted identification in the subject area corresponding with the course content are considered served in their area of identification and will have a Written Education Plan.

COLLEGE CREDIT PLUS (CCP) COURSES:

Students with gifted identification in superior cognitive ability, creative thinking ability, and/or gifted identification in the subject area corresponding with the course content are considered served in their area of identification and will have a Written Education Plan.

MENTORSHIP OPPORTUNITIES:

Students with gifted identification in superior cognitive ability, creative thinking ability, and/or gifted identification in the subject area corresponding with the mentorship experience are provided this extra enrichment opportunity through the Licking Regional ESC during their junior and/or senior year for high school credit.

XI. Written Education Plan (WEP)

A gifted service is a service that conforms to the expectations of the Operating Standards for Identifying and Serving Students Who Are Gifted. Students who are served must have Written Education Plans (WEP). WEP documents are made in collaboration with an educator who holds licensure or endorsement in gifted education. These students are also reported to the Educational Management Information System (EMIS) as receiving gifted services. The WEP documents the adjustments made to the curriculum in a student's area(s) of identification and includes measurable academic goals aligned with the Ohio Learning Standards. Ohio's Learning Standards recognize that students develop at different rates and clearly state that if they can exceed grade level indicators, they must be afforded the opportunity to do so. This gives teachers the flexibility to modify or differentiate instruction for students by changing the:

- Level - to ensure challenge,
- Pace - to accommodate faster learning rates,
- Complexity - to require students to analyze or integrate several ideas
- Depth - to encourage students to explore a topic in more thoughtful detail.

WEP documents are shared with parents and allow for changes based on parental input and feedback. Progress on WEP goals is also shared with parents periodically during the school year, typically at conferences and through report cards. It is important to note that the WEP is not an IEP (Individualized Education Plan) and does not follow the same procedures as outlined in federal law for special education.

PARTICIPATION/ADJUSTING OR WITHDRAWING FROM SERVICES

Although a child is identified as gifted, the decision to participate in any gifted service option always remains with the parent and/or guardian. Once a child has been identified, notification for services is sent to the parent and/or guardian. If a parent and/or guardian wishes to decline services for their child(ren), s/he should contact the Coordinator of Gifted Services at 740-349-6105. If at any time a parent wishes to withdraw his or her child(ren) from gifted services, the request should be made in writing to the Coordinator of Gifted Services at:

Lakewood Local Schools Coordinator of Gifted Services
525 E. Main Street
P. O. Box 70
Hebron, OH 43025

XII. Lakewood Local Schools Board Acceleration Policies

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge by removing the barriers to accessing appropriately challenging curriculum and to reduce the time necessary for students to complete traditional schooling.

The district uses acceleration strategies in four academic areas.

1. Whole-grade acceleration: The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.

2. Individual subject acceleration: The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

3. Early admission to kindergarten: The practice of admitting a student to kindergarten who has not reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.

4. Early high school graduation: The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to postsecondary educational opportunities.

Referrals for students to be evaluated and assessed should be made to the building principal. Students who have been referred to and have parental permission are tested using a variety of assessments. The assessments are reviewed by an acceleration team to determine the most appropriate and available learning environment for the students.

The acceleration team issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The acceleration team develops a Written Acceleration Plan (WAP) for any student who is admitted early to kindergarten, offered whole-grade acceleration, or offered subject acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the WAP.

The Board directs the administration to follow the guidelines established by the Ohio Department of Education and Workforce's model acceleration policy.

XIII. Acceleration Service Plan

Sometimes a student may need more than is currently offered in the classroom. If this is the case, typically the parent and/or teachers confer, and then a referral requesting an acceleration conference is completed by District personnel. Parents may also call the building principal to discuss acceleration issues.

Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis. The Iowa Acceleration Scale, 3rd edition is used as a tool to guide acceleration teams on appropriate placement for whole grade acceleration. A modified subject acceleration tool is used to guide single subject accelerations. The need for whole-grade acceleration is rare. The Lakewood Local School District typically may not have any one or two whole-grade accelerations in a given academic year, which includes early entrance to kindergarten.

Subject acceleration is typically needed in math more than the other subjects. For students needing subject acceleration, which requires placement in another building, transportation should be provided from the student's home school to the school in which service is being delivered. For example, a 5th grade student at an elementary school may need to take a math class at another building. Transportation would be provided to the other building and back to the home elementary school in order for that student to receive services.

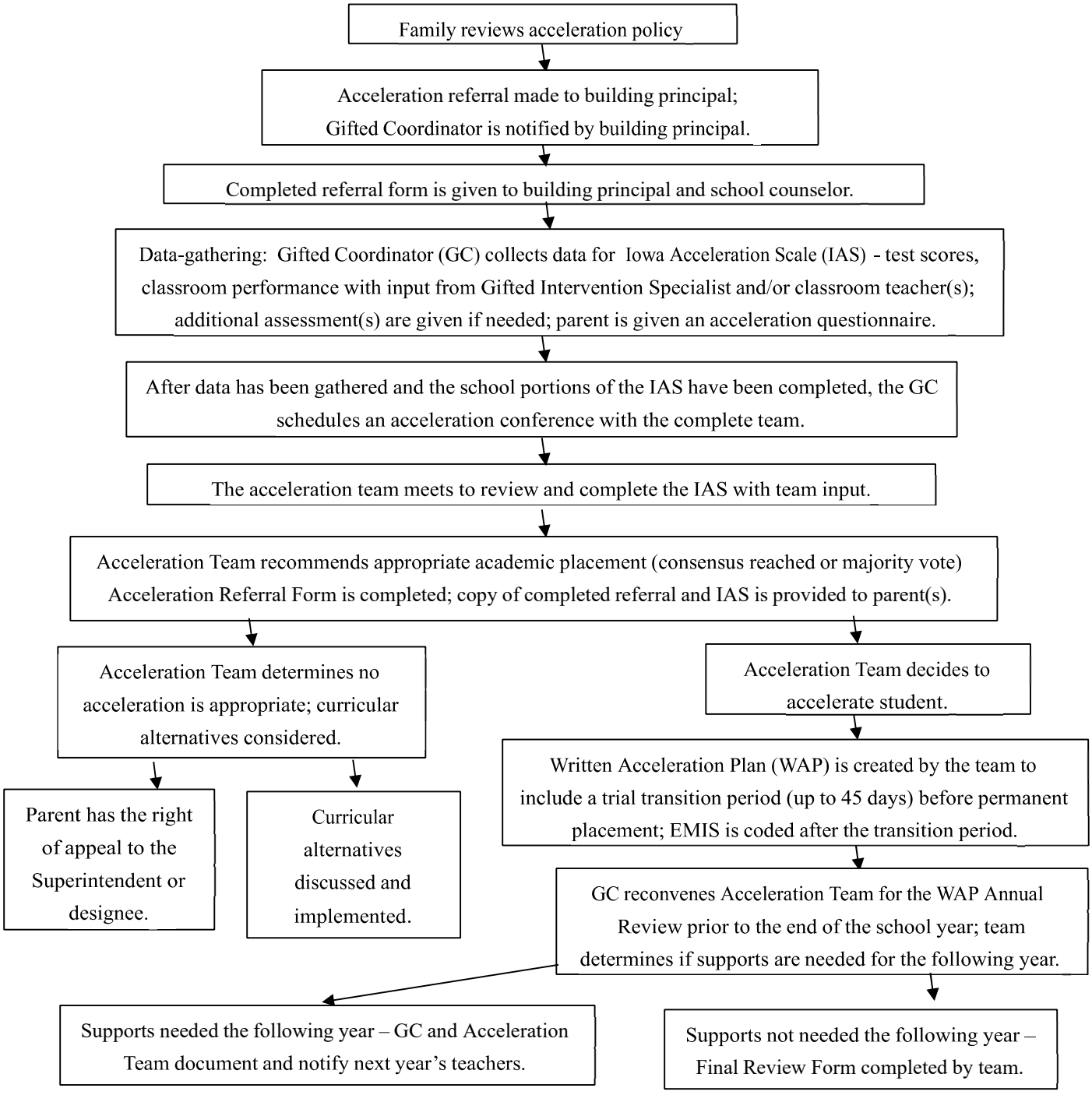
WHO MIGHT NEED ACCELERATION?

- A child with high cognitive ability. The higher the IQ, the greater the need to adjust the curriculum. For example, a student who has an IQ of 145 may need an enriched curriculum, intensive curriculum modifications or even whole-grade acceleration.
- A child in any grade who already has mastered the curriculum.
- A student strong in math (or another subject) who typically finishes work quickly and consistently performs at the top of his/her class.
- A student who always finishes work early and the teacher can no longer modify the curriculum without simply using concepts from the next grade level.
- A student strong in reading who typically reads books well above grade level and who quickly reads class material. The student finishes class reading well before other students and possesses equally strong comprehension skills.

All acceleration requests for the beginning of the school year are due August 1.

Acceleration Process

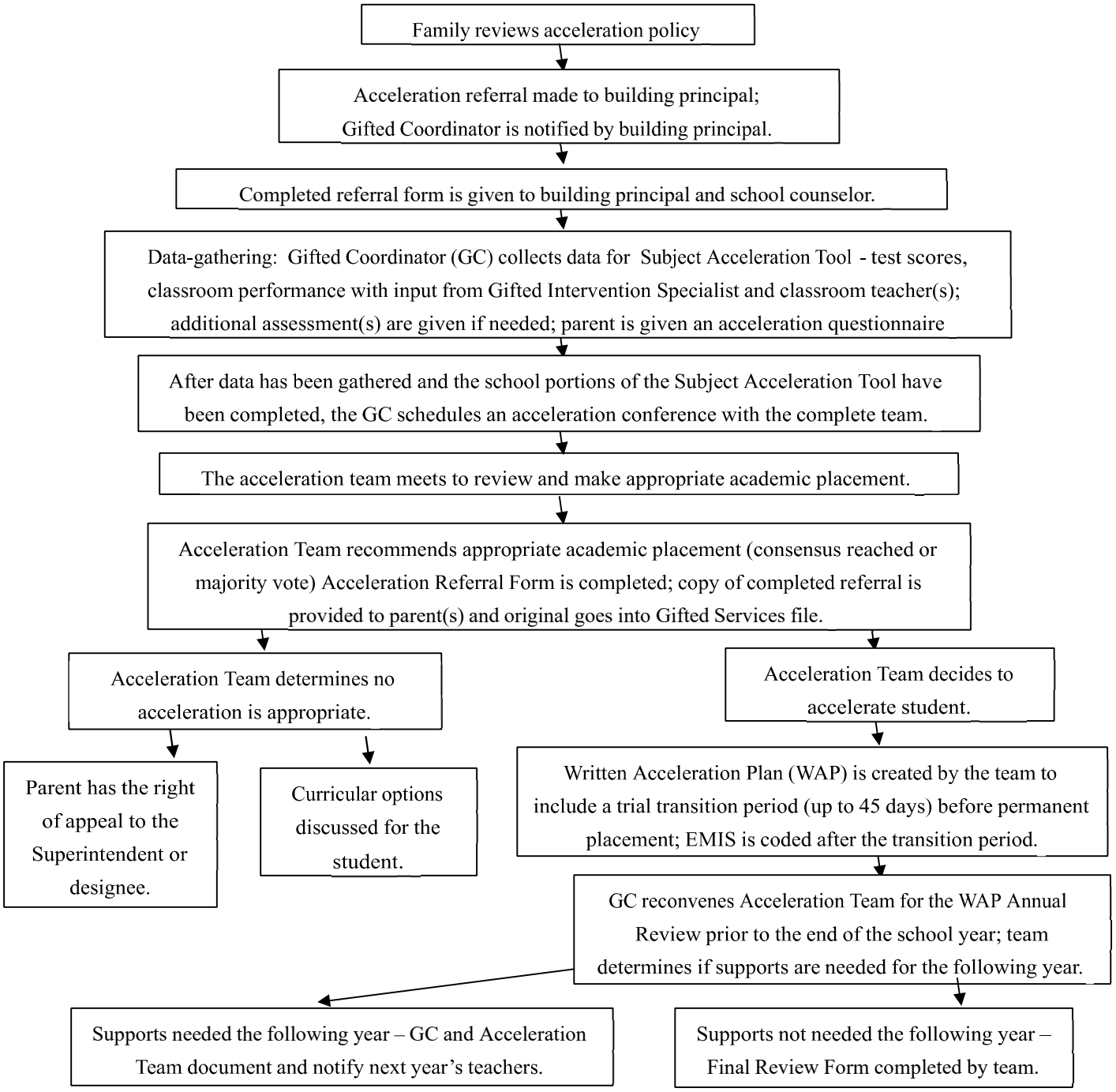
(whole-grade acceleration)



All acceleration requests for the beginning of the school year are due August 1.

Acceleration Process

(single subject acceleration)



EARLY ENTRANCE TO KINDERGARTEN POLICY

State law establishes minimum age requirements for admission to kindergarten. Pursuant to Ohio House Bill 114, a child must be five years of age on or before the first day of school of the school year for which admission is requested to be age-eligible for kindergarten enrollment.

A child who does not meet the age requirements for admission to kindergarten, but who will be five years of age prior to January 1 of the school year in which admission is requested, may be referred for evaluation for possible early admission in accordance with District policy and Ohio law. Referrals may be initiated by the child's parent or guardian, an educator employed by the district, a preschool educator familiar with the child, or a pediatrician or psychologist familiar with the child.

Following an evaluation completed by the Licking Regional Educational Service Center, the Board or its designee shall determine whether to admit the child in accordance with the district's acceleration policy and applicable State law.

If a child for whom admission to kindergarten is requested will not be five years of age prior to January 1 of the school year in which admission is requested, the child may only be referred for evaluation for possible early admission by a pediatrician or psychologist familiar with the child. Following evaluation completed by the Licking Regional Educational Service Center, the Board or its designee shall determine whether to admit the child in accordance with the district's acceleration policy adopted under State law.

EARLY ENTRANCE

The practice of admitting a student to kindergarten who has not yet reached the typical age for kindergarten entrance, for the purpose of providing access to appropriately challenging learning opportunities, is referred to as Early Entrance.

A parent or guardian may request consideration for Early Entrance to Kindergarten if the child turns five years of age after the district's first day of school but before January 1 of the school year for which admission is requested.

Children who will not be five years of age by January 1 of the school year for which admission is requested may also be evaluated for possible early admission if referred to by a pediatrician or psychologist familiar with the child, in accordance with State law and District acceleration procedures.

Any parent or guardian interested in having their child considered for Early Entrance should contact the building principal for application procedures. Early Entrance evaluations are typically completed during the spring in conjunction with kindergarten enrollment timelines.

The Ohio Department of Education and Workforce (ODEW) provides kindergarten readiness resources and guidance on its website. When determining whether early entrance is appropriate, developmental readiness, academic readiness, social-emotional maturity, and overall school readiness shall be considered.

Students who are viable candidates for Early Entrance to Kindergarten are expected to demonstrate developmental readiness consistent with that of a typical kindergarten student. In situations where a student demonstrates qualifying cognitive ability but does not demonstrate sufficient developmental readiness, the acceleration team, which may include the principal, kindergarten teacher, gifted services specialist, parent and/or legal guardian(s), school counselor, school psychologist, and other appropriate staff. The committee shall review all available data and determine the most appropriate educational placement for the child in accordance with District acceleration policy and Ohio law.

XIV. Questions or Assistance Needed

Please feel free to contact:

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