Reynoldsburg City Schools

2026-2027

Gifted Services Handbook

Updated June 2026

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Reynoldsburg City Schools Vision

Empowering mind through critical thinking; inspiring success through academic achievement

Reynoldsburg City Schools Mission

We create engaging and inclusive learning experiences that nurture critical thinking, inspire curiosity, and support every student in reaching their highest academic potential.

Reynoldsburg City Schools

Gifted Services Administration

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Glossary of Terms

Ability Grouping – The placement of students of a similar ability or achievement level in a class or group based on observed behavior or performance. Ability grouping is not the same as tracking.

Acceleration - A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a fifth-grade student taking sixth-grade math).

Achievement Tests - Tests designed to measure what students have already learned, mostly in specific content areas. An example of an achievement test is the Iowa Assessments.

Advanced Placement - A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas

Aptitude - An inclination to excel in the performance of a certain skill.

Aptitude Tests - A test predicting a student's future performance in a particular domain, such as the SAT Test.

Asynchrony - Disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.

Cluster Grouping - A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

College Credit Plus (or Dual Enrollment) - Students in grades 7-12 taking college courses, often for both high school and college credit.

Creativity - The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.

Curriculum Compacting - An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time.

Differentiation - Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Enrichment - Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program.

Flexible Grouping - An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

Heterogeneous Grouping - Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels. Also referred to as inclusion or inclusive classrooms.

Homogeneous Grouping - Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.

Identification - The process of determining students qualified for gifted or advanced programming, identification most commonly occurs through the use of intelligence or other testing.

Inclusion (or Inclusive Classroom) - An inclusive classroom contains students of varying ability levels. See heterogeneous grouping (above) for more information.

Independent Study - A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning, often on a topic of special interest to the student.

Intelligence - The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.

Intelligence Quotient (IQ) - A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.

Overexcitability - A theory proposed by Kazimierz Dąbrowski, a Polish psychologist, psychiatrist, and physician, that suggests that some individuals have heightened sensitivities, awareness, and intensity in one or more of five areas: psychomotor, sensual, intellectual, imaginational, and emotional.

Problem-based Learning (PBL) - A curriculum and instruction model that asks students to solve real-world, complex, or open-ended problems by using research, decision-making, creative and critical thinking, and other 21st-century skills.

Pull-out Program - A program that takes a student out of the regular classroom during the school day for special programming.

Resource Rooms – See "pull-out program".

Social-Emotional Needs - Affective needs of gifted and talented students that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, low self-concept, bullying, or underachievement.

STEM - An acronym for the fields of science, technology, engineering, and mathematics, providing STEM curriculum is encouraged as a way to grow students' interests and potentials in these areas.

Tracking - A system in which students are divided into classes based on their overall achievement. Students are ranked as being average, normal, or below average and are divided into classes with students of the same achievement level. Tracking may also be referred to as phasing or streaming.

Twice Exceptional - A term used to describe a student who is both gifted and disabled. This also applies to students who are gifted with ADHD or gifted with autism. Also referred to by the abbreviation 2e.

Underachievement - The discrepancy between a student's performance and his or her potential or ability to perform at a much higher level.

(Adapted from: http://www.nagc.org/resources-publications/resources/glossary-terms and https://www.publicschoolreview.com/blog/the-pros-and-cons-of-tracking-in-schools)

Defining Giftedness

The State of Ohio defines gifted students as "students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment."

The National Association for Gifted Children says the following about gifted learners:

"Children are gifted when their ability is significantly above the norm for their age.

"Giftedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science.

"It is difficult to estimate the absolute number of gifted children in the U.S. and the world because the calculation is dependent on the number of areas, or domains, being measured and the method used to identify gifted children. However, many consider children who are in the top 10 percent in relation to a national and/or local norm to be a good guide for identification and services.

"It is important to note that not all gifted children look or act alike. Giftedness exists in every demographic group and personality type. It is important that adults look hard to discover potential and support gifted children as they reach for their personal best."

(Source: http://www.nagc.org/resources-publications/resources/what-giftedness)

Characteristics of Gifted Children

Gifted children are as diverse as our District (and global) population; therefore, it is difficult to provide a definitive list of characteristics that accurately describe gifted children. However, many children do share similar characteristics:

- Unusual alertness, even in infancy
- Ability to learn rapidly and put thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoyment of solving problems, especially with numbers and puzzles
- Possibility of having taught themselves reading and writing skills as preschoolers
- Deep, intense feelings and reactions
- High sensitivity
- Abstract, complex, logical, and insightful thinking
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupation with one's own thoughts, tendency to daydream
- Ability to learn basic skills quickly and with little practice
- Tendency to ask probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Tendency to put ideas or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

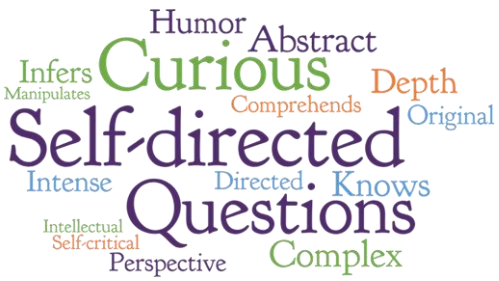
(Adapted from: Webb, J. et al. (2007). A parent's guide to gifted children. Tuscon, AZ: Great Potential Press)

Types of Giftedness

Superior Cognitive Ability

Definition:
Superior Cognitive Ability refers to what we many times think of as "intellectually gifted." The intellectual giftedness is not necessarily directed toward specific academic areas, and is consistently superior to that of same age peers.

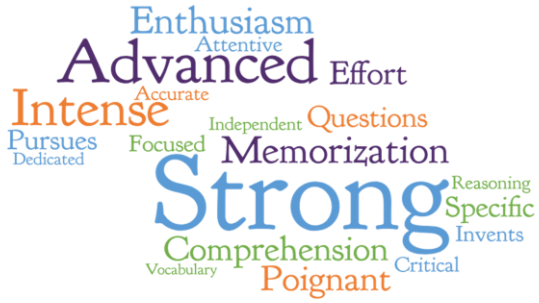
Identification Requirements:
Score two standard deviations above the mean minus the standard error of measurement on an intelligence test; or perform at or above the 95th percentile on a basic or composite battery of a nationally normed achievement test.



Specific Academic Ability

Definition:
Specific Academic Ability refers to exceptionally high achievement in one or more academic areas (including mathematics, science, reading/writing, and social studies). This achievement is consistently superior to that of same grade peers.

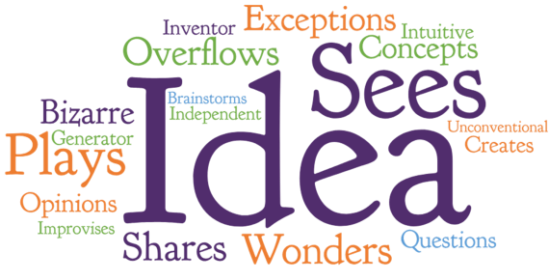
Identification Requirements:
Perform at or above the 95th percentile at the national level on a standardized achievement test of specific academic abilities. A child may be gifted in more than one specific academic field.



Creative Thinking Ability

Definition:
Creative Thinking Ability refers to individuals who exhibit exceptional ability in generating new ideas that may have potential value to society. This includes consistent divergent thinking that results in unconventional responses to conventional tasks.

Identification Requirements:
Score one standard deviation above the mean minus the standard error of measurement on an intelligence test; and attain a sufficient score on a test of creative ability or a checklist of creative behavior.



Visual/Performing Arts Ability

Definition:
Visual or Performing Arts Ability refers to individuals who exhibit exceptional natural ability or outstanding aesthetic production in drawing, painting, sculpting, singing, playing a musical instrument, dancing, and/or theatrical performance.

Identification Requirements:
Demonstrate 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 attain a sufficient score on a checklist of behaviors related to artistic ability.

District Timeline

Date	Task	Who	Purpose
August – September	Fall administration of MAP Growth or i-Ready	Students Grades 2-10	Whole-grade screening for giftedness in Math and Reading
September – October	Development of Written Education Plans and Written Acceleration Plans	Teachers Grades 2-12	Develop written education plans for all serviced students who are gifted
November	Administration of Cognitive Abilities Test (CogAT)	Students Grade 2	Whole-grade screening for giftedness in Superior Cognitive Ability
November-December	Completion of the Scales for Rating the Behavioral Characteristics of Superior Students	Teachers Grade 2	Whole-grade screening for giftedness in Creative Thinking Ability based on qualifying CogAT score
January	Winter administration of MAP Growth or i-Ready	Students Grades 2-10	Whole-grade screening for giftedness in Math and Reading
January	Administration of Nagilieri	Students Grade 5	Whole-grade screening for giftedness in Superior Cognitive Ability
January-February	Completion of the Scales for Rating the Behavioral Characteristics of Superior Students	Teachers Grade52	Whole-grade screening for giftedness in Creative Thinking Ability based on qualifying Naglieri score
April – May	Spring administration of MAP Growth or i-Ready	Students Grades 2-10	Whole-grade screening for giftedness in Math and Reading

Typically, in the Winter of each school year, the process of developing a schedule for the following school year will begin. During this time, teachers, administrators, and counselors will ensure that all gifted students are scheduled into appropriate placements for gifted services.

When possible, Written Acceleration Plans will be developed in the spring when a student schedules for an accelerated course (such as Integrated Math I or Honors English 9 in junior high school).

Identifying Giftedness

The State of Ohio requires all school districts to administer whole-grade gifted screening assessments once between Kindergarten and Grade 2 and once between Grade 3 and Grade 6. At these times, districts must screen for giftedness in Superior Cognitive Ability, Specific Academic Ability in Math and Reading, and Creative Thinking Ability.

Each year, the Ohio Department of Education updates a list of assessments approved for gifted screening and identification. Reynoldsburg City Schools selects assessments from this approved list. Currently, the District uses the following assessments for gifted identification:

- Measures for Academic Progress (MAP) for Math and Reading (Grades 2-10)
- i-Ready (Grades 2-8)
- Cognitive Abilities Test (CogAT) for Superior Cognition (Grade 2)
- Naglieri for Superior Cognition (Grade 5)
- Scales for Rating the Behavioral Characteristics of Superior Students (Grades K-12)
- IOWA Assessments (Grades 2-12 by referral)
- TerraNova, 3rd Edition (Grades K-12 by referral)
- Wechsler Intelligence Scale for Children, 5th Edition (Grades K-12 by referral)
- Woodcock Johnson IV Tests of Cognitive Abilities (Grades K-12 by referral)
- Woodcock Johnson IV Tests of Achievement (Grades K-12 by referral)
- Ohio Department of Education Rubrics (Grades K-12 by referral)
- ACT;PSAT/NMSQT (Grades 10-12)

Whole-Grade Screening

State law (Ohio Administrative Code 3301-51-15) requires districts to identify students who are gifted through referrals and whole-grade testing. Districts must administer assessments from the Ohio Department of Education's List of Approved Assessments, which are outlined in the District Identification Policy.

Districts must conduct whole-grade testing in two grade bands, K-2 and 3-6:

In the K-2 grade band, districts must test at least once for:

- Superior Cognitive Ability
- Creative Thinking Ability
- Specific Academic Ability in Mathematics and Reading/Writing

In the 3-6 grade band, districts must test at least once for:

- Superior Cognitive Ability
- Creative Thinking Ability
- Specific Academic Ability in Mathematics and Reading/Writing

Reynoldsburg City Schools meets and exceeds the state requirements for whole-grade. Further, due to the District's use of MAP Growth and i-Ready, students in grades 2-10 are screened for potential giftedness in Mathematics and Reading/Writing up to 3 times per year.

Parents will be notified of the scheduling of assessments used for whole-grade testing for superior cognition. Notification may not be sent exclusively for the MAP Growth and i-Ready due to the frequent administration of this test (once at the beginning of the year, once mid-year, and once at the end of the year).

Results of whole-grade testing for superior cognition will be sent to parents within 30 days of the District receiving the results of the test.

Rescreening/Re-Assessment

If a student is not identified as gifted in Superior Cognitive Ability, but scores within two Intelligence Quotient points (or equivalent) points of the identifying score, that student will be eligible for re-assessment using a different test or alternate form of the same test.

If a student is not identified as gifted in a Specific Academic Ability, but scores within two percentile ranks of the identifying score, that student will be eligible for re-assessment using a different test or alternate form of the same test. For students taking the MAP Growth assessment, subsequent administrations will fulfill the requirement for rescreening unless an individual screening is specifically requested. If a student scores in the rescreen range on MAP on multiple attempts, an individual alternative assessment may be recommended.

Students who score near the identification qualifier in Creative Thinking Ability or Visual and Performing Arts Ability may also be eligible for re-assessment.

Permission to test is required before any test will be administered as part of a re-assessment.

Re-assessment screening (rescreening) may be individual or small-group testing.

Results of the testing will be sent to the parents within 30 days of the District receiving the results of the test.

If a student is not identified as gifted and does not qualify for re-assessment, a referral may still be initiated for further testing.

Referrals for Gifted Assessment

Districts must provide at least two opportunities per year for gifted identification testing when K-12 students request assessment or when parents, teachers, or other students recommend them for testing. Districts must accept referrals for the following areas, regardless of where services are available:

- Superior Cognitive Ability
- Creative Thinking Ability
- Specific Academic Ability
- Visual and Performing Arts Ability in Music (Instrumental or Vocal)
- Visual and Performing Arts Ability in Visual Arts

Referral Window is open:
August 15 – October 31 for 1st Testing Window.
January 1 – March 1 for 2nd Testing Window.
Testing Window is open:
October 1 – December 31 for 1st Testing Window.
March 1 – April 30 for 2nd Testing Window.

If the referral is initiated by anyone other than the parent/guardian, permission to test is required before any test will be administered.

Initial testing following a referral must take place within 90 calendar days of the referral.

Results of the testing must be disseminated to the parents within 30 days of the District receiving the results of the testing.

If the student is identified as gifted, placement in gifted services will commence the beginning in the first semester if the student is identified by September 15. If the student is identified after September 15, placement will be delayed until the beginning of the following school year.

Gifted Services

Possible Service Models

Regular Classroom

Any situation in which differentiation and enrichment occur within a mixed-ability classroom where the student receiving service has been either whole-grade or single-subject accelerated. Regular classroom placements are taught by general education teachers.

Regular Classroom with Cluster Grouping

A grouping assignment for gifted students in the regular classroom. Typically, small groups of gifted students with similar needs, abilities, or interests are "clustered" in the same classroom. Cluster-grouped classes may be taught by either a general education teacher, a gifted intervention specialist, or co-taught with a gifted intervention specialist. General education teachers must receive professional development as outlined by ODEW.

Honors Courses (Enriched)

Specific subject area classes which are differentiated from a regular course in the same subject area by breadth, depth, and complexity. Honors courses may be taught by either a general education teacher or a gifted intervention specialist, and are typically referred to as Enriched or weighted courses in Reynoldsburg City Schools.

Advanced Placement (AP) Courses

College-level courses with corresponding examinations where college credit may be obtained if a student takes an AP examination sponsored by the College Board.

College Credit Plus (CCP) Courses

College-level courses in which a student receives college credit and credit toward graduation from high school simultaneously.

Services Through a Trained Arts Instructor

Courses in the visual or performing arts taught by an instructor who has received a degree or licensure in visual or performing arts, such as music, dance, drama/theatre, or visual arts.

Service Providers

General Education Teacher

Any teacher holding valid licensure to teach an academic subject in the state of Ohio who obtains the ODEW required professional development hours.

Gifted Intervention Specialist

A teacher who holds licensure or endorsement in Gifted Education, which requires a post-baccalaureate certificate or graduate degree in gifted education from an accredited college or university.

Trained Arts Instructor

An educator who holds licensure (or in some cases, endorsement) to teach visual or performing arts, such as music, dance, drama, and visual arts. In many cases, licensure programs for these areas require completion of a bachelors in the subject area (e.g. music) as well as completion of educational coursework.

Higher Education Faculty

Teachers who serve as an adjunct or full-time instructor for an institute of higher learning (a college or university). In some cases, instructors of College Credit Plus courses are considered general education teachers (if their caseload contains courses other than CCP courses), and in other cases, CCP teachers are considered higher education faculty if their caseload consists entirely of CCP courses. This designation does not imply that the teacher is employed by a college or university.

Available Gifted Services at Reynoldsburg City Schools

* 205XXX denotes a course taught by a General Education Teacher. 206XXX denotes a course taught by a Gifted Intervention Specialist. These codes are used to report courses to the Ohio Department of Education via the Education Management Information System (EMIS).

Course/Service	Grade Level	Service Setting	Criterion 1	Criterion 2	Criterion 3	Service Provider
Clustered Math and Reading Classes	2-5	Regular Classroom with Cluster Grouping (205062 or 206060)	Superior Cognitive Ability	Specific Academic Ability ID in the associated subject area	Creative Thinking Ability AND 85th NPR in the associated subject area	General Education Teacher
Enrichment/Honors Courses	6-12	Regular Classroom Honors (205075)	Superior Cognitive Ability	Specific Academic Ability ID in the associated subject area	Creative Thinking Ability AND 85th NPR in the associated subject area	General Education Teacher and/or Gifted Intervention Specialist
Honors Integrated Math I Honors English 9	8	Regular Classroom with Subject Acceleration (205052)	Superior Cognitive Ability	Specific Academic Ability ID in the associated subject area	Creative Thinking Ability AND 85th NPR in the associated subject area	General Education Teacher and/or Gifted Intervention Specialist
College Credit Plus Courses	9-12	Regular Classroom College Credit Plus (CCP) (205070)	Superior Cognitive Ability	Specific Academic Ability ID in the associated subject area	Creative Thinking Ability AND 85th NPR in the associated subject area	General Education Teacher or Higher Education Faculty
Advanced Placement Courses	9-12	Regular Classroom Advanced Placement (AP) (205065)	Superior Cognitive Ability	Specific Academic Ability ID in the associated subject area	Creative Thinking Ability AND 85th NPR in the associated subject area	General Education Teacher

Possible Visual/Performing Arts Service Options

Course/Service	Grade Level	Service Setting	Criterion 1	Criterion 2	Criterion 3	Service Provider
Choir	6-12	Services through a trained arts instructor (205095)	Visual/Performing Arts Ability in the area(s) of: Vocal Music			Trained Arts Instructor
Beginning Band, Intermediate Band, Advanced Band	6-12	Services through a trained arts instructor (205095)	Visual/Performing Arts Ability in the area(s) of: Instrumental Music			Trained Arts Instructor
Orchestra	6-12	Services through a trained arts instructor (205095)	Visual/Performing Arts Ability in the area(s) of: Instrumental Music			Trained Arts Instructor
Art	6-12	Services through a trained arts instructor (205095)	Visual/Performing Arts Ability in the area(s) of: Visual Art			Trained Arts Instructor

Written Education Plans (WEPs)

Written Education Plans (WEPs) are developed by gifted service providers to guide the instruction, differentiation, and enrichment of curriculum designed for students who are gifted. WEPs are brief in nature, and are primarily intended to serve as a framework for differentiation and enrichment, not as an alternate curriculum for students.

WEPs are typically developed or revised at the beginning of each school year, and disseminated to parents by the end of the first grading period or at the first session of parent-teacher conferences. Reynoldsburg City Schools, in accordance with state law, will make an attempt to collect a parent signature on the completed WEP, either during conferences or by sending a copy of the plan home to be signed and returned.

Progress reports for WEPs will be prepared and sent home or added to the grade card at the end of the first semester and again at the end of the school year.

Written Education Plans are composed of several elements, including but not limited to:

- demographic information;
- gifted identification information;
- present levels of academic and social/emotional functioning;
- learning goals (which may be academic, social, emotional, or behavioral);
- strategies for differentiation and enrichment;
- student progress measures; and
- providers of gifted services.

Written Education Plans may be revised throughout the year based on student needs or at the request of the parent or teacher.

Opting Out of Service

In many cases, students will be deliberately placed in gifted service following identification. However, parents or guardians have the right to opt their child out of gifted education services for any reason. This request must be submitted in writing to the Gifted Coordinator.

Once a student has been opted out of gifted services, the student will return to the general education curriculum until such time as the parent requests that the student be re-enrolled in gifted service.

Opting out of gifted services does not change the status of a student's identification as gifted; gifted identification remains valid for the duration of a student's educational career.

Academic Acceleration

Academic acceleration, often referred to simply as acceleration, is not exclusive to gifted students. In fact, many students who are academically accelerated may not be identified as gifted. However, research shows that academic acceleration is the most effective service available to gifted learners.

Academic acceleration may take place in a variety of formats:

- Early Entrance to Kindergarten
- Whole-Grade Acceleration
- Single-Subject Acceleration
- Early Graduation from High School

The acceleration process, similar to gifted identification, begins with a referral (most often from a parent or guardian). The student will take a variety of tests from the List of Approved Assessments, including assessment in Superior Cognitive Ability, Specific Academic Ability in Mathematics, Reading, and Language, and if necessary, Specific Academic Ability in Science and Social Studies. If the student meets the criteria set forth by the District's policy on Academic Acceleration and/or the Iowa Acceleration Scale, then the student may be recommended for accelerated placement.

In the case of some courses within the District, such as Honors Integrated Math 1 and Honors English 9 during Grade 8, students may be automatically referred for acceleration, and the district will review placement criteria to determine eligibility for these courses. Students in these courses may be accelerated, and parents will be contacted to approve the acceleration and sign off on the Written Acceleration Plan.

For more detailed information, see the District's Acceleration process guides.

Written Acceleration Plans (WAPs)

The Written Acceleration Plan (WAP) is required for all students during the initial year of acceleration. The WAP is an agreement between the District and the parents/student that outlines the strategies used to ensure a successful transition to the accelerated placement, as well as guidelines for communication should any concerns arise regarding the new placement. The WAP will also include a date to meet and hold a discussion to either finalize or reverse the accelerated placement. This date may be pushed back, no later than the end of the first semester (or third grading period in the case of blocked or half-year courses) if requested to ensure that the transition is successful before finalizing the acceleration.

Written Acceleration Plans will typically be developed either at the of the school year preceding the accelerated placement, or within the first grading period of the year of accelerated placement. In the case of Early Entrance to Kindergarten, the WAP will be developed during the meeting to discuss testing results and recommend a placement.

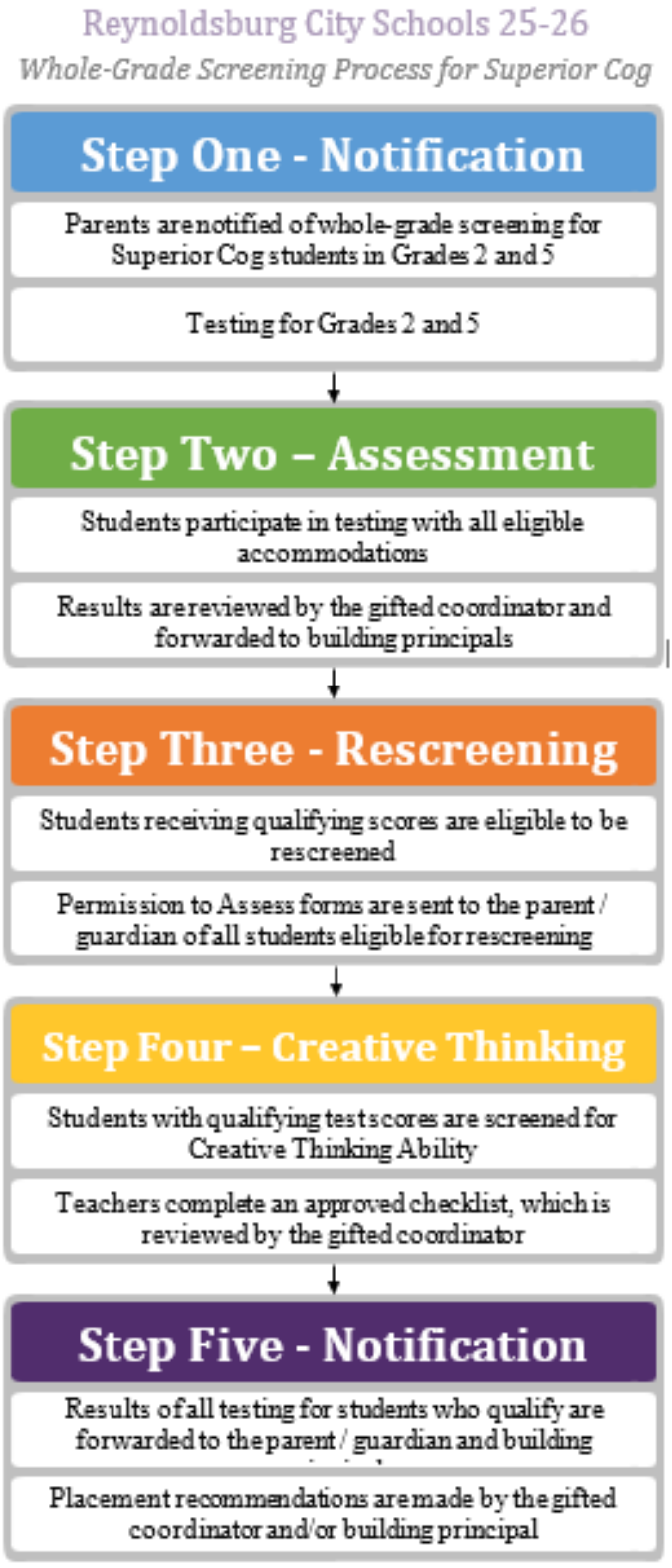
Non-Discrimination Policy

The Reynoldsburg City School District provides an equal opportunity for all students, regardless of race, color, creed, disability, age, religion, gender, ancestry, national origin, place of residence within the boundaries of the district or social or economic background, to learn through the curriculum offered in this district.

Appendices

A) Whole-Grade Screening Process
B) Gifted Identification Referral Form
C) Gifted Referral Process
D) Acceleration Referral Form
E) Early Entrance to Kindergarten Process
F) Whole-Grade Acceleration Process
G) Single-Subject Acceleration Process

Appendix A – Whole-Grade Screening Process



All test results, forms, and/or letters are filed in the student's cumulative folder by the gifted department. Gifted coordinator enters all relevant data to the referral/EMIS in PowerSchool.

Reynoldsburg City Schools

All Referrals are done through Electronic Form found on the District Website.

Gifted Referral Process 26-27

Step 1 — Referral

- Gifted Identification Online Referral Form is completed.
- The submitted form goes directly to the Director of Curriculum and Instruction.
- Click here or Scan QR code

Step 2 — Permission and Records Review

- The Director of Curriculum and Instruction will obtain parent/guardian permission to test.
- Student assessment history and other relevant education data is collected and reviewed

Step 3 — Assessment

- Gifted Assessment(s) approved by Ohio Department of Education and Workforce administered by the gifted department.

Step 4 — Results

- Assessment is scored and results are reviewed and shared
- Recommendations made for appropriate placement
- Results are place in the student's district cumulative folder

Step 5 — Eligibility

- Parent is notified of assessment results
- If qualifying score is earned, student is identified gifted and appropriate placement is suggested generally starting the following school year

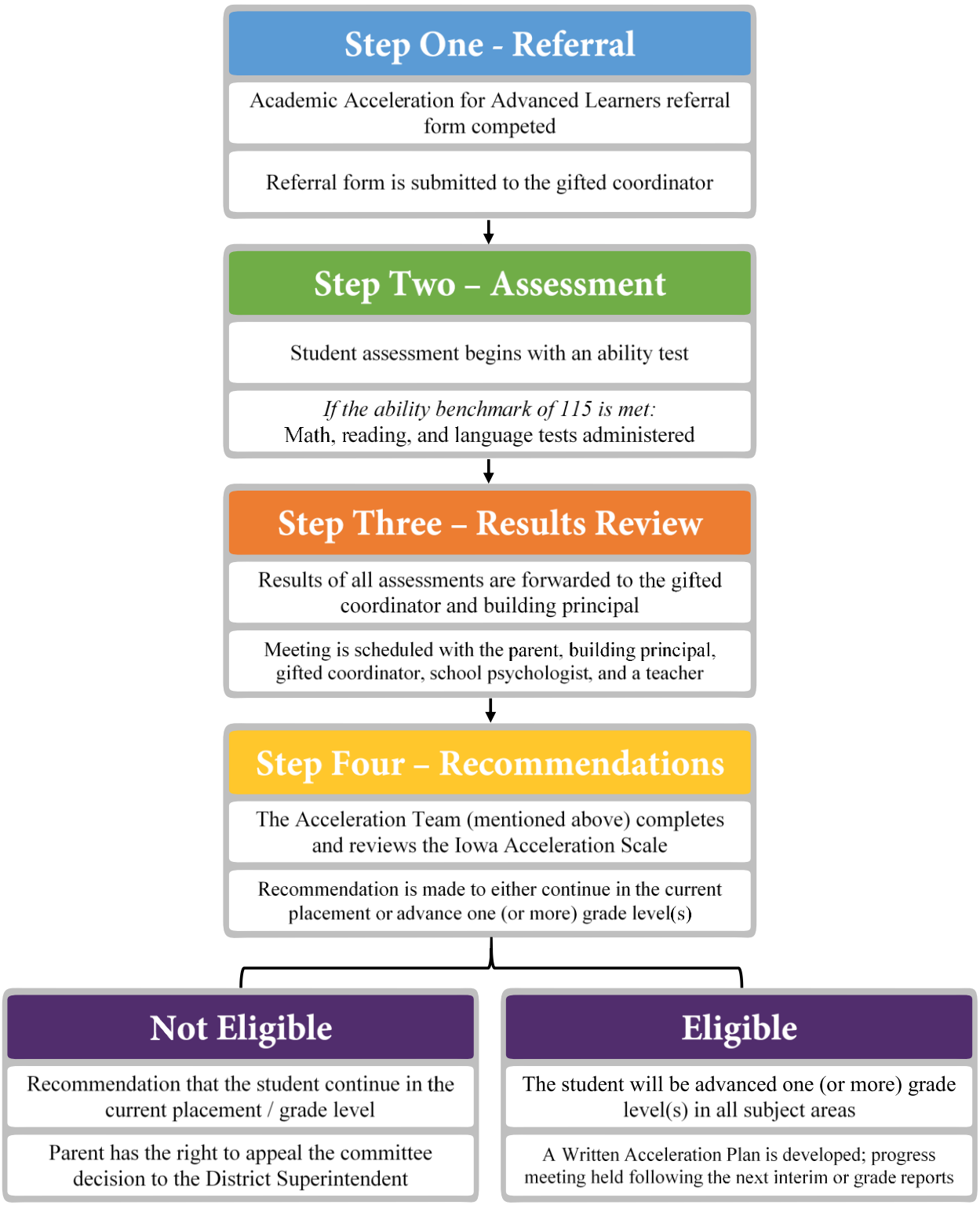
Appendix C – Early Entrance to Kindergarten Process

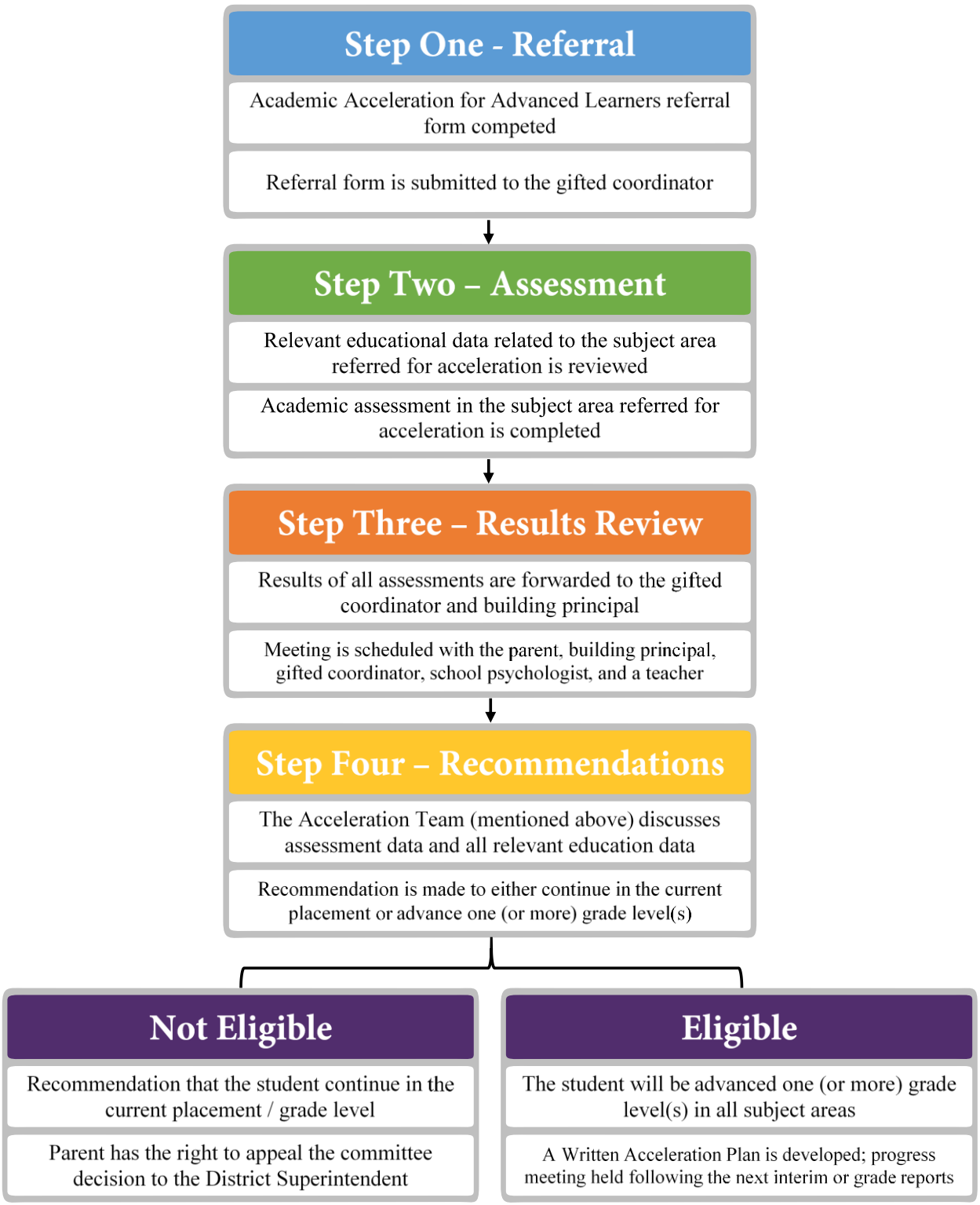
Early Entrance to Kindergarten Process 26-27

Step 1	**Referrals are accepted March 1 - April 15 each year** • Parent/guardian fills out the initial online request on the district website to receive the application form. • The Director of Curriculum and Instruction will then send the parent/guardian the official application that is due April 15.
Step 2	**Applications and Recommendation Forms Submitted** • Parent/Guardian submits the official online application form including the email information for 2 non-relative references. • Reference/Recommender forms are emailed by the Director of Curriculum and Instruction and are due back by April 15.
Step 3	**Assessment** • Early Entrance Assessment(s) approved by Ohio Department of Education and Workforce will be administered by the gifted department during the month of May to all applicants who turned in paperwork on time and are eligible for testing.
Step 4	**Results** • Assessment(s) are scored (students need a 115 or higher on the cognitive assessment to continue to the other assessments). • Parents/Guardians are notified of the results.
Step 5	**Eligibility** • If qualifying score(s) are earned, parent/guardian meets with a team from the school to determine best placement. If applicable, student can then registered to attend kindergarten.

Appendix D – Whole-Grade Acceleration Process

Online referral forms can be found on the District website.



Appendix E – Single-Subject Acceleration Process

Online referral forms can be found on the district website.