Policies and Codes

Definition of Gifted

"Gifted" students perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.

Identification Requirement

Ohio law requires districts to identify student according to established guidelines, but does not require districts to service students with gifted identification.

Requirements for Instruction

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.

Requirements for Teachers

All regular classroom teachers who are servicing gifted students are required to received a specified amount of professional development targeted at eight gifted competencies yearly. This is set by the Ohio Department of Education and Workforce.

Ohio Administrative Code: Operating Standards for Gifted Education

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Reynoldsburg City Schools Policy for Gifted Education

About Gifted Education in Reynoldsburg

Under the Department of Leadership and Learning, the Curriculum and Instruction Department is responsible for identifying and working to meet the needs of our gifted students.

Contact Information

Department of Leadership and Learning
1555 Graham Road
Reynoldsburg, OH 43068

Director of Curriculum and Instruction
Dr. Jill Dorman
614-501-5771
jill.dorman@reyn.org

Reynoldsburg City Schools Vision:

Empowering minds through critical thinking; Inspiring success through

EXPLORE. CHALLENGE. SUCCEED.

Reynoldsburg City Schools

Gifted Services

Leadership & Learning

Dr. Tracy Reed
Superintendent

Dr. Jill Dorman
Director of Curriculum and Instruction
jill.dorman@reyn.org

Scan here for District Gifted webpage

Identification Criteria

Reynoldsburg City Schools uses screening and assessment instruments approved by the Ohio Department of Education and Workforce and criteria established in the Ohio Revised Code (Section 3324.03) for the identification of students.

Superior Cognitive Ability*

- Cognitive Abilities Test (CogAT) given in 2nd grade (whole grade screener).
- Naglieri given in 5th grade (whole grade screener).

Both tests are also used for referrals ad rescreening.

Specific Academic Ability in Reading and Math *

- NWEA Measures for Academic Progress (MAP) Growth
- i-Ready

Administered to all students in Grades 2-10 in the Fall, Winter, and Spring. Identification range: 95th+ percentile

Creative Thinking Ability*

- Qualifying score on Cognitive Ability Assessment listed above **and** on the Scales for Rating the Behavior Characteristics of Superior Students

Visual or Performing Arts Ability*

Identification in the visual or performing arts is by referral/nomination.

- Scales for Rating the Behavioral Characteristics of Superior Students
- Gifted Rating Scales
- ODEW Performance Rubrics

**required scores and assessments are set by ODEW and vary according to child's age, subject/ domain, and assessment.*

**other ODEW approved assessments may also be used.*

Written Education Plans (WEPs)

All students who receive gifted services will have a Written Education Plan. The plan will include a description of services, individual student goals, progress monitoring methods and schedules, staff responsible for services, policies regarding waiver of assignments and review dates and deadlines for the next WEP. All services will match the areas of identification. Parents and all staff responsible for implementing services will receive copies of the WEP. Corrections and additions will be made as needed and re-submitted to staff and parents.

Written Acceleration Plans (WAPs)

When students are accelerated, such as early entrance to kindergarten or acceleration in middle school mathematics, a Written Acceleration Plan will be developed. This plan must specify the placement of the student in an accelerated setting as well as strategies to support a successful transition to the setting. Parents and all staff responsible for implementing the acceleration plan will receive a copy of the WAP. The WAP may be amended as necessary to ensure successful transition.

Withdrawal from gifted services is available by written request from the parent.

Appeals to placement in gifted services may be directed to the Director of Curriculum and Instruction.

District Service Plan

Reynoldsburg City Schools is committed to the belief that every student can achieve at high levels. The District offers a comprehensive continuum of services for students identified as gifted beginning in Grade 2 and continuing through high school. The following service options are available to students identified as gifted.

Grade (s)	Area(s) Serviced	Possible Service Setting
2-5	Superior Cognitive Ability; Specific Academic Ability in Reading and/or Math; and/or Creative Thinking Ability	Cluster group serviced by a General Education Teacher
6-8	Superior Cognitive Ability; Specific Academic Ability in Reading and/or Math; and/or Creative Thinking Ability	Enriched /Honor courses; Acceleration; College Credit Plus courses
9-12	Superior Cognitive Ability; Specific Academic Ability in Reading and/or Math; and/or Creative Thinking Ability	Honors courses; Advanced Placement courses; College Credit Plus courses; Acceleration
3-12	Visual/Performing Arts Ability	Courses taught by a trained arts instructor

For more comprehensive information about service options, including criteria for placement in gifted services, see the Gifted Services Handbook on the District website.

Students may be eligible for service through early entrance to kindergarten or first grade, single-subject acceleration, whole-grade acceleration, or early graduation. All regular classroom teachers receive guidance and professional development in gifted education per the requirements of the Gifted Operating Standards (OAC 3301-51-15).