

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 around eight gifted competencies yearly. This is requirement is set by the Ohio Department of Education and Workforce.

**Ohio Administrative Code:
Operating Standards for
Gifted Education**



SCAN ME

**Reynoldsburg City Schools
Policy for Gifted Education**



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About Gifted Education in Reynoldsburg

Under the direction of the Curriculum, Instruction and Assessment Department, the Personalized Learning and Gifted Services office is responsible for identifying and working to meet the needs of our gifted students.

Contact Information

Gifted Services
1555 Graham Road
Reynoldsburg, OH 43068

Gifted Services Coordinator
Jill Dorman
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Reynoldsburg City Schools Mission:

Empowering leaders who impact the NOW
and innovate the FUTURE



Reynoldsburg City Schools

Personalized Learning and Gifted Services 2024-2025



**Dr. Tracy Reed
Superintendent**

**Alyse Clark
Director of Curriculum,
Instruction and Assessment**

**Jill Dorman
Personalized Learning and
Gifted Services Coordinator**



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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
Administered in November to all students in 4th and 6th grade.
- Wechsler Intelligence Scale for Children (5th Edition)
Administered by referral/for rescreening.
- Woodcock Johnson IV Tests of Cognitive Abilities
Administered by referral/for rescreening.

Specific Academic Ability in Reading and Math *

- Measures for Academic Progress (MAP) Growth
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 Behavioral 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 the Ohio Department of Education and Workforce and vary according to child's age, subject/domain, and assessment.*

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 by the end of the first nine weeks. 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, Instruction and Assessment.

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) Served	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; Enrichment opportunities by Gifted Education Specialist
6-8	Superior Cognitive Ability; Specific Academic Ability in Reading and/or Math; and/or Creative Thinking Ability	Enriched courses; Acceleration; College Credit Plus courses
9-12	Superior Cognitive Ability; Specific Academic Ability in Reading and/or Math; and/or Creative Thinking Ability	Enriched 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).