

# Reynoldsburg City Schools



## *Gifted Services Handbook*

Updated August 2023

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## Reynoldsburg City Schools Mission

*Empowering leaders who impact the NOW and innovate the FUTURE.*

## Reynoldsburg City Schools Vision

*Student Learning: Enable students to take ownership of their learning and achieve their full potential through challenging, engaging and relevant learning experiences.*

*Student Experience: Build an inclusive community where students feel safe, supported and engaged.*

*Communication: Promote a school community culture that allows all involved to have a voice and remain informed.*

*Finances: Equitably distribute resources to promote instructional programs that will support the district mission.*

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, imaginal, 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

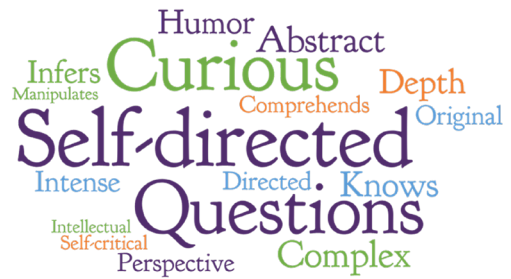
### Superior Cognitive Ability

**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 95<sup>th</sup> percentile on a basic or composite battery of a nationally normed achievement test.



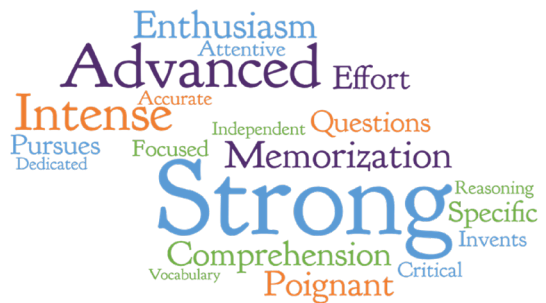
### Specific Academic Ability

**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 95<sup>th</sup> 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

<b>Date</b>	<b>Task</b>	<b>Who</b>	<b>Purpose</b>
August – September	Fall administration of MAP Growth	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 individualized learning plans for all serviced students who are gifted
October – November	Administration of the Naglieri Nonverbal Ability Test	Students Grades 4 and 6	Whole-grade screening for giftedness in Superior Cognitive Ability
November	Completion of Gifted and Talented Evaluation Scales	Teachers Grades 4 and 6	Whole-grade screening for giftedness in Creative Thinking Ability
December – January	Winter administration of MAP Growth	Students Grades 2-10	Whole-grade screening for giftedness in Math and Reading
January – February	Administration of the Naglieri Nonverbal Ability Test	Students Grade 1	Whole-grade screening for giftedness in Superior Cognitive Ability
January – February	Completion of the Scales for Rating the Behavioral Characteristics of Superior Students	Teachers Grade 1	Whole-grade screening for giftedness in Creative Thinking Ability
January – February	Development of Written Education Plans and Written Acceleration Plans	Teachers Grades 2-12	<i>For new identifications and second semester classes:</i> Develop individualized learning plans for all serviced students who are gifted
April – May	Spring administration of MAP Growth	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 and administrators will ensure that all gifted students are scheduled into appropriate placements for gifted services. Parents will be made aware of gifted service options for their child prior to scheduling.

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 Enriched English 9 in a middle/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.

Reynoldsburg City School District screens for giftedness in all required areas in the spring of Grade 2, fall of Grade 4, and fall of Grade 6.

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)
- Naglieri Nonverbal Ability Test (Grades 1, 4, 6)
- Scales for Rating the Behavioral Characteristics of Superior Students (Grades K-12)
- InView Cognitive Abilities Assessment (Grades 2-12 by referral)
- TerraNova, 3<sup>rd</sup> Edition (Grades K-12 by referral)
- Wechsler Intelligence Scale for Children, 5<sup>th</sup> 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)
- ACT;SAT;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 testing by testing students in grade 1, grade 4, and grade 6. Further, due to the District's use of MAP Growth, students in grades 2-10 are screened for potential giftedness in Mathematics and Reading/Writing three times per year.

Parents will be notified of the scheduling of assessments used for whole-grade testing.

Results of whole-grade testing must 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, e.g. Naglieri Ability Index) 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 must 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 in Mathematics
- Specific Academic Ability in Reading/Writing
- Specific Academic Ability in Science
- Specific Academic Ability in Social Studies
- Visual and Performing Arts Ability in Dance
- Visual and Performing Arts Ability in Drama/Theatre
- Visual and Performing Arts Ability in Music (Instrumental or Vocal)
- Visual and Performing Arts Ability in Visual Arts

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 of the second semester if the student is identified prior to the beginning of the second semester. If the student is identified after the beginning of the second semester, placement may be delayed until the beginning of the following school year.

## Gifted Services

### *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, five or six 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.

#### *Resource Room/Pull-Out Programs*

Services provided by a gifted intervention specialist in which the students are taken from the regular classroom to receive services. In this setting, the gifted intervention specialist is not the teacher of record, and typically focuses on providing enrichment opportunities for students.

#### *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.

- *Gifted services each academic year are determined on gifted testing results from the prior year.*

### *Service Providers*

#### *General Education Teacher*

Any teacher holding valid licensure to teach an academic subject in the state of Ohio.

#### *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
College Credit Plus Courses	7-12	Regular Classroom College Credit Plus (CCP) (205070)	Superior Cognitive Ability	Specific Academic Ability in the associated subject area	Creative Thinking Ability AND 85 <sup>th</sup> 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 in the associated subject area	Creative Thinking Ability AND 85 <sup>th</sup> NPR in the associated subject area	General Education Teacher
Enrichment Courses	5-12	Regular Classroom Honors (205075)	Superior Cognitive Ability	Specific Academic Ability in the associated subject area	Creative Thinking Ability AND 85 <sup>th</sup> NPR in the associated subject area	General Education Teacher and/or Gifted Intervention Specialist
Integrated Math I Integrated Math II Enriched English 9	7-8	Regular Classroom with Subject Acceleration (205052)	Superior Cognitive Ability	Specific Academic Ability in the associated subject area	Creative Thinking Ability AND 85 <sup>th</sup> NPR in the associated subject area	General Education Teacher and/or Gifted Intervention Specialist
Gifted Math Gifted Language Arts	3-5	Regular Classroom with Cluster Grouping (205062 or 206060) Gifted Self-Contained Classroom (GE) Resource/Pull-out Room (206070)	Superior Cognitive Ability	Specific Academic Ability in the associated subject area	Creative Thinking Ability AND 85 <sup>th</sup> NPR in the associated subject area	General Education Teacher and/or Gifted Intervention Specialist

*Visual/Performing Arts Service Options*

Course/Service	Grade Level	Service Setting	Criterion 1	Criterion 2	Criterion 3	Service Provider
Choir	<b>3-12</b>	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	<b>6-12</b>	Services through a trained arts instructor (205095)	Visual/Performing Arts Ability in the area(s) of: Instrumental Music			Trained Arts Instructor
Vienna 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	<b>9-12</b>	Services through a trained arts instructor (205095)	Visual/Performing Arts Ability in the area(s) of: Visual Art			Trained Arts Instructor
Wellness Through the Arts: Jazz, Ballet, Contemporary, African Dance, Pilates/Yoga	9-12	Services through a trained arts instructor (205095)	Visual/Performing Arts Ability in the area(s) of: Dance			Trained Arts Instructor
Musical Engineering, Music Theory	9-12	Services through a trained arts instructor (205095)	Visual/Performing Arts Ability in the area(s) of: Vocal or Instrumental Music			Trained Arts Instructor
Wind Ensemble, Freshman Band, Symphonic Band, Hand Bell Choir, Concert Orchestra, London Orchestra	9-12	Services through a trained arts instructor (205095)	Visual/Performing Arts Ability in the area(s) of: Instrumental Music			Trained Arts Instructor
Treble Chorus, Raider Chorus, Chamber Singers	9-12	Services through a trained arts instructor (205095)	Visual/Performing Arts Ability in the area(s) of: Vocal Music			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 at the end of the first semester and again at the end of the school year. Further information on student progress may be accessed using PowerSchool or by viewing report cards sent home at the end of each grading period.

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
- Early Entrance to First Grade
- 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 Integrated Math 1, Integrated Math 2, and Enriched English 9 during Grades 7-8, 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 Handbook or 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
- H) Permission to Rescreen Form
- I) Request to Decline Gifted Services
- J) Sample Written Education Plan
- K) Sample WEP Progress Report
- L) Sample Written Acceleration Plan

## Step One - Notification

Parents are notified of whole-grade screening opportunities for students in Grades 1, 4, and 6

Testing for Grades 4 and 6 occurs in the Fall;  
Testing for Grade 1 occurs in the Spring



## Step Two – Assessment

Students participate in testing with all eligible accommodations

Results are reviewed by the gifted coordinator and forwarded to building principals



## Step Three - Rescreening

Students receiving qualifying scores (2 points below the identification score) are eligible to be rescreened

Permission to Assess forms are sent to the parent / guardian of all students eligible for rescreening



## Step Four – Creative Thinking

Students scoring 112 or higher on the ability test are screened for Creative Thinking Ability

Teachers complete an approved checklist, which is reviewed by the gifted coordinator



## Step Five - Notification

Results of all testing are forwarded to the parent / guardian and building principal

Placement recommendations are made by the gifted coordinator and/or building principal



# Reynoldsburg City Schools

## Gifted Identification Referral Form

**Student Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

I am referring the student for individual gifted testing in the following area(s):

- Superior Cognitive Ability
- Specific Academic Ability  
in the following:
  - Mathematics
  - Reading/Language Arts
  - Science
  - Social Studies
- Creative Thinking Ability

- Visual or Performing Arts Ability  
in the following:
  - Music (select):
    - Instrumental
    - Vocal
  - Visual Arts
  - Dance
  - Drama

**Reason for initiating referral (required):**

---

---

---

\_\_\_\_\_  
Name of Person Initiating Referral

\_\_\_\_\_  
Position or Relationship to Child

\_\_\_\_\_  
Signature of Person Initiating Referral

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Person Receiving Referral

\_\_\_\_\_  
Date

### Permission for Assessment

Your child has been referred as a potentially gifted child. Assessments are required for identification purposes, and no assessment will be done without your written permission. Please read the following information and return this form to the building principal, Gifted Intervention Specialist, or Gifted Coordinator as soon as possible. Any questions may be directed to the building principal or Gifted Coordinator.

According to Ohio Administrative Code 3301-51-15 and Ohio Revised Code 3324.01-.07, students may be assessed with parent permission in individual and small group settings. If you would like to have your child assessed for gifted identification, acceleration, or early entrance to Kindergarten, please sign and return this form.

The assessment(s) will be conducted during regular school hours. Once testing is complete, you will receive a copy of your child’s test results. If you should have any questions or concerns, please feel free to contact the school office for more information.

---

I understand that by granting permission, my child may be assessed by designated personnel and the information may be shared with teachers, principals, and other appropriate school personnel. I will be informed of whether or not my child qualifies, according to the State of Ohio criteria, for gifted identification.

- Permission is given for assessment
- Permission is denied

**Student Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

\_\_\_\_\_  
Parent / Guardian Name

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Email Address

Contact Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date





# Reynoldsburg City Schools

## Academic Acceleration for Advanced Learners Referral Form

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

### Type of Acceleration Requested:

Single Subject Acceleration (School Year: \_\_\_\_\_) (select one)

Mathematics       Language Arts       Social Studies       Science

Whole Grade Acceleration (School Year: \_\_\_\_\_)

From Grade \_\_\_\_\_ to Grade \_\_\_\_\_

Early Graduation (Current Graduation Year: \_\_\_\_\_)

Proposed Graduation Year: \_\_\_\_\_

---

### Referred by:

Self       Parent       Student       Teacher       Counselor       Principal

Other \_\_\_\_\_

I have reviewed the considerations for academic acceleration, and believe my child would benefit from this service. I request evaluation for my child for possible academic acceleration and grant consent for the school or its authorized representative permission to assess my child.

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

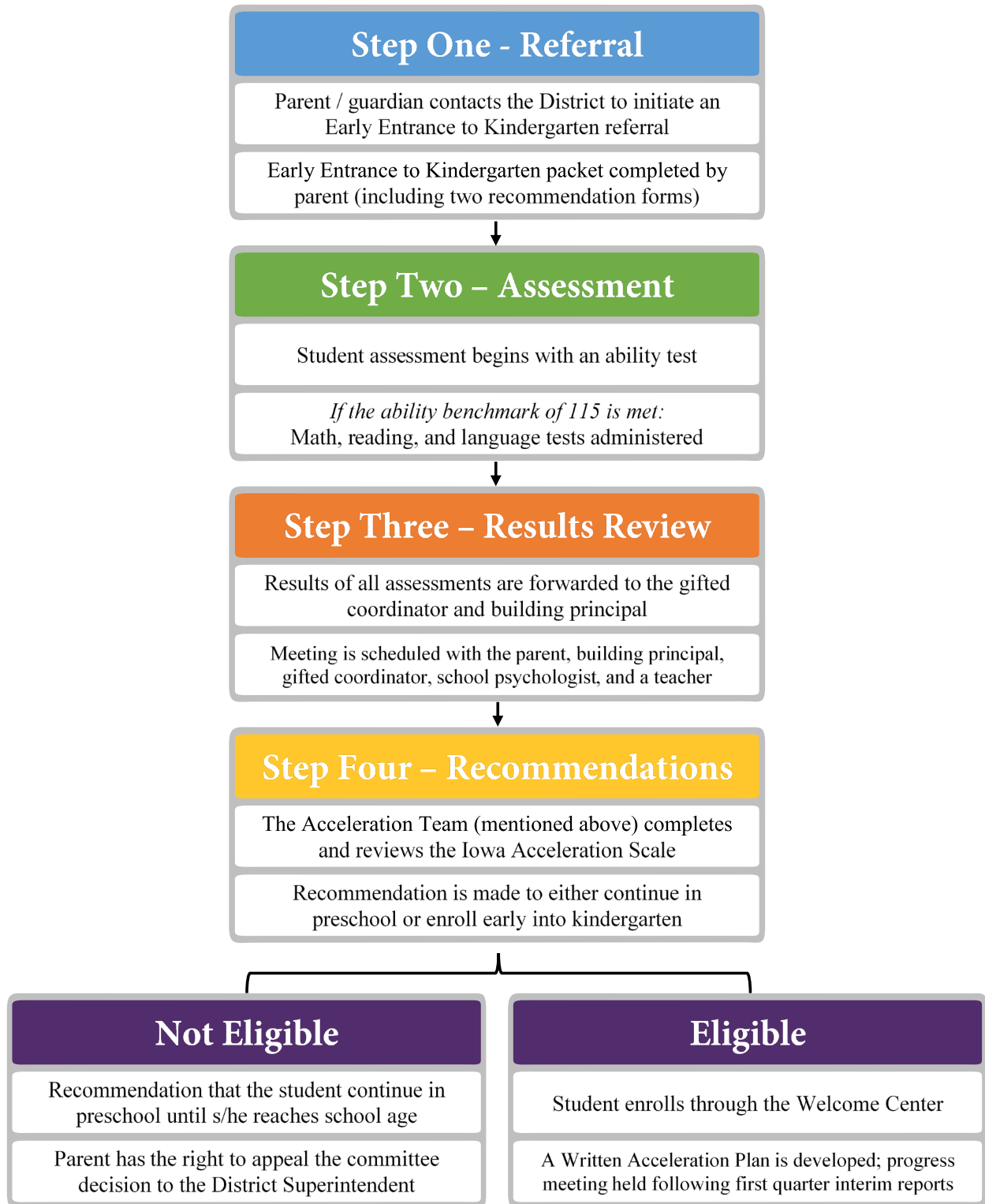
---

The referral request will be processed and parents will receive the final determination for academic acceleration within ninety (90) days from the date the referral is received.

\_\_\_\_\_  
Signature of Person Receiving Referral

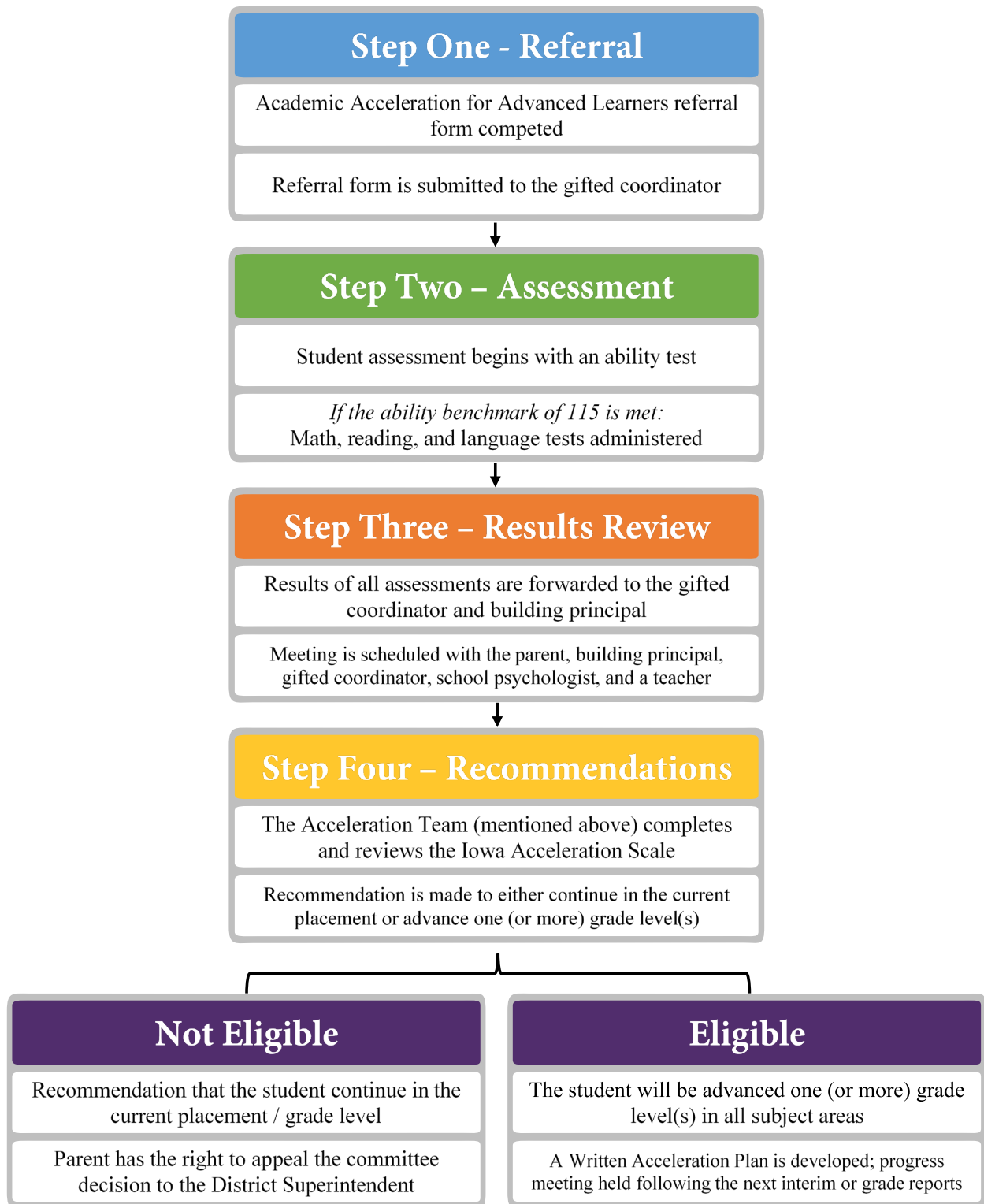
\_\_\_\_\_  
Date

Appendix E – Early Entrance to Kindergarten Process

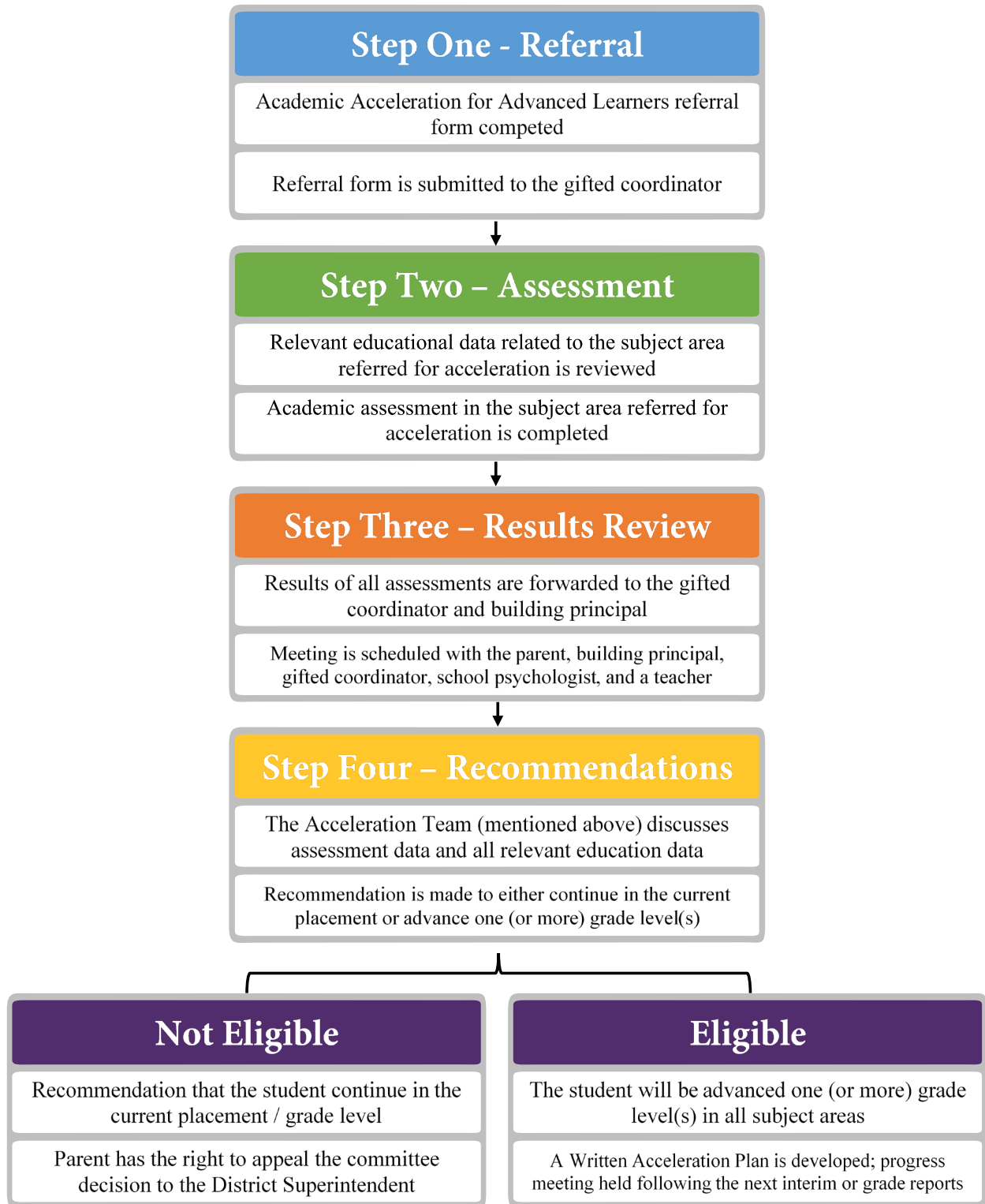




Appendix F – Whole-Grade Acceleration Process



Appendix G – Single-Subject Acceleration Process





# Reynoldsburg City Schools

## Gifted Identification

### *Permission for Assessment*

**Your child has recently been screened for gifted identification but was not identified; however, s/he did score within a range pre-determined by the District, and is eligible to be re-screened in one or more areas.**

Assessments are required for identification purposes, and no assessment will be initiated without your written permission. Please read the following information and return this form to James Young, Gifted Coordinator, as soon as possible. Any questions may also be directed to the Gifted Coordinator.

According to Ohio Administrative Code 3301-51-15 and Ohio Revised Code 3324.01-.07, students may be assessed with parent permission in individual and small group settings. If you would like to have your child assessed for gifted identification, please sign and return this form.

The assessment(s) will be conducted during regular school hours. Once testing is complete, you will receive a copy of your child’s test results. If you should have any questions or concerns, please contact the Gifted Coordinator for more information.

I understand that by granting permission, my child may be assessed by designated personnel and the information may be shared with teachers, principals, school psychologists, and other appropriate school personnel. I will be informed whether or not my child qualifies, according to the State of Ohio criteria, for gifted identification.

Permission is given for assessment

Permission is denied

**Student Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

\_\_\_\_\_  
Parent / Guardian Name

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Email Address

Contact Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

# Reynoldsburg City Schools



## Request to Decline Gifted Services

**Student Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

In the state of Ohio, parents may choose to decline gifted services for their child. If you do not wish to have your child participate in gifted services, please inform the District by submitting this documentation to the school office to the attention of the building principal and/or Gifted Coordinator. Your child will not be placed into instruction that is provided solely as a gifted service without your permission. This will take effect for the remainder of the current school year and for all future school years unless the District is informed otherwise. Once your child is identified as gifted, s/he will remain eligible for gifted services until s/he graduates.

---

I wish to decline gifted service(s) in the following subject area(s):

- Mathematics                       Social Studies                       Other \_\_\_\_\_
- English Language Arts                       Science

Reason for declining service: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name (Print): \_\_\_\_\_

*Please return to the building principal, Gifted Intervention Specialist,  
or Gifted Coordinator.*

Appendix J – Sample Written Education Plan

Student Name: Reyn Raider

**Written Education Plan (WEP)**

Student name: Reyn Raider Date of Birth: \_\_\_\_\_ Grade Level: \_\_\_\_\_  Male  Female  
Student Identification Number: \_\_\_\_\_ Student Address: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Parent Address: \_\_\_\_\_  
Email: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
District of Residence: Reynoldsburg CSD District of Service: \_\_\_\_\_  
Meeting Date: 09/03/2018 Does student have Written Acceleration Plan? No  
Target graduation date: \_\_\_\_\_

Area(s) and date(s) of Identification:  
 Superior Cognitive Ability: 201809  
 Creative Thinking Ability: \_\_\_\_\_  
Specific Academic Ability:  
 Reading/Writing/Combination: 201809  Mathematics: 201809  
 Science: \_\_\_\_\_  Social Studies: \_\_\_\_\_  
Visual Performing Arts:  
 Drama: \_\_\_\_\_  Dance: \_\_\_\_\_  Music: \_\_\_\_\_  
 Visual Arts: \_\_\_\_\_

Student interests and learning styles:  
Reyn prefers hands-on learning activities, and is highly engaged during project-based learning. Reyn prefers to work independently, but when working in groups, is willing to step up and take a leadership role to help his partner(s) accomplish a given task.

Present levels of academic and social/emotional functioning:  
Reyn scored in the Advanced level on his previous Ohio State Tests in both reading and mathematics. On the most recent i-Ready assessment, Reyn scored slightly above grade level in mathematics, and two grade levels above his current grade in reading.

Student Name: Reyn Raider

### Written Education Plan (WEP)

Annual Goal:

Goal #: 1 of 1

By the end of the school year, Reyn will score 95% or higher on 3 of 4 independent reading projects as demonstrated on a rubric.

Content area(s) to be addressed by this goal:

Reading/Language Arts

Area of identification associated with this goal:

- Superior Cognitive Ability
- Specific Academic Ability: Reading
- Creative Thinking Ability
- Visual Performing Arts: \_\_\_\_\_

What specific program components or curricular interventions will assist in accomplishing this goal? Consider the differentiation concepts of acceleration, complexity, depth, challenge, abstractness, and/or cognitive creativity.

Reyn will participate in a program with curriculum compacting, which allows students to pursue enrichment opportunities upon demonstrating mastery of new concepts. Reyn will also design and complete independent study projects based on interest and learning standards being covered in class.

State the policy for waiver of assignments and scheduling of tests.

Not applicable (N/A) - Reyn will not be pulled out of class to receive gifted services; all services are provided within the general education classroom.

Student Progress Measures (How will this student prove mastery of this goal?)

Each quarter, Reyn will complete an independent reading project. Reyn must score a 95% or higher on 3 of 4 projects, as scored on a rubric.

Service Setting for this goal/objective:

- Gifted Resource Room  Gifted Self-Contained Class  Regular Education Class (GIS)
- Regular Education Class (Gen. Ed. Teacher)  Acceleration Placement
- Arts Classroom (specify): \_\_\_\_\_  Internship/Mentorship  Advanced Placement
- Educational Options  Dual Enrollment including PSEO

Personnel Responsible for Service:

- Gifted Intervention Specialist  General Education Teacher  Arts Specialist  Gifted Coordinator
- Other: \_\_\_\_\_

WRITTEN EDUCATION PLAN

Page 2 of 2

Student Name: Reyn Raider

**Written Education Plan (WEP)**

WEP effective dates from 10/1/2018 to 9/30/2019 Date of Next Review: 10/1/2019

WEP Team Meeting Participants (choose all that apply)			
Check one of the following: This WEP team meeting was a			
<input type="checkbox"/> Face to face meeting <input type="checkbox"/> Video conference <input type="checkbox"/> Telephone Conference/Conference Call <input checked="" type="checkbox"/> Mail Correspondence			
Student: Reyn Raider (signature)	<input type="radio"/> Participated <input checked="" type="radio"/> Excused	Parent:  (signature)	<input type="radio"/> Participated <input checked="" type="radio"/> Excused
Gifted Intervention Specialist:  (signature)	<input type="radio"/> Participated <input type="radio"/> Excused	Parent:  (signature)	<input type="radio"/> Participated <input checked="" type="radio"/> Excused
Gifted Coordinator: James A. Young (signature)	<input checked="" type="radio"/> Participated <input type="radio"/> Excused	Principal/Administrator:  (signature)	<input type="radio"/> Participated <input type="radio"/> Excused
General Education Teacher:  (signature)	<input type="radio"/> Participated <input type="radio"/> Excused	Other:  (signature)	<input type="radio"/> Participated <input type="radio"/> Excused
General Education Teacher:  (signature)	<input type="radio"/> Participated <input type="radio"/> Excused	Other:  (signature)	<input type="radio"/> Participated <input type="radio"/> Excused

<b>Reporting Periods</b>	1st Date: <u>12/21/2018</u>	2nd Date: <u>5/23/2019</u>	3rd Date: _____
	4th Date: _____		

<b>Initial WEP</b> <input type="checkbox"/> I give consent to initiate gifted education and related services specified in this WEP. <input type="checkbox"/> I give consent to initiate gifted education and related services specified in this WEP except for _____ <input type="checkbox"/> I do not give consent for gifted education at this time.	<b>Parent Notice of District Service Options/Copy of the WEP</b> <input type="checkbox"/> I have received a copy of the Identification Procedures for the District <input type="checkbox"/> I have received a copy of the District Service Options <input type="checkbox"/> I have received a copy of this WEP
Parent Signature: Date:	Parent Signature: Date:

Appendix L – Sample WEP Progress Report

<b>Written Education Plan (WEP) Progress Report</b>	<b>Reynoldsburg City Schools</b>
CHILD'S NAME: <u>Reyn Raider</u> ID NUMBER: _____ DATE OF BIRTH: _____	

Meeting Date: 12/21/2018

Teacher(s):

<u>Mrs. Baldwin</u>
---------------------

Ratings:

<u>Reading/Language Arts - Making Adequate Progress</u>
---

Reporting Periods

Period 1: 12/21/2018 Period 2: 5/23/2019 Period 3: \_\_\_\_\_ Period 4: \_\_\_\_\_

<p>Goal #: 1                  By the end of the school year, Reyn will score 95% or higher on 3 of 4 independent reading projects as demonstrated on a rubric.</p>			
Period 1	Period 2	Period 3	Period 4
<p>On the first project, Reyn scored 96%.                  On the second project, Reyn scored 94%.                  Reyn is doing well, but will need to score 95% or higher on the final two projects to meet the annual goal.</p>			



# Appendix L – Sample Written Acceleration Plan

WRITTEN ACCELERATION PLAN			
<b>Student</b> <u>Reyn Raider</u>	<b>School</b> <u>Reynoldsburg Middle School</u>	<b>Grade</b> _____	
<b>Type of Acceleration</b>	<input checked="" type="radio"/> Subject (specify) <u>Mathematics</u> <input type="radio"/> Grade (from-to) _____ <input type="radio"/> Early Entrance		
<b>Placement</b>	<b>From</b> <u>Math 7</u> GRADE/SUBJECT	<u>Mrs. Reynolds</u> TEACHER	<u>Reynoldsburg Middle School</u> BUILDING
	<b>To</b> <u>Integrated Math 1</u> GRADE/SUBJECT	<u>Mr. Livingston</u> TEACHER	<u>Reynoldsburg Middle School</u> BUILDING
<b>Transition Period</b>	<b>Begins</b> <u>08/23/2018</u> MONTH/DAY/YEAR	<b>Ends</b> <u>10/19/2018</u> MONTH/DAY/YEAR	
<b>Strategies to ensure a successful transition:</b>			
<p>Mr. Livingston will develop/provide curriculum compacting assessments on 8th grade math standards to which Reyn has not been exposed. Reyn will complete these during spare time at school and/or at home.</p> <p>Mr. and Mrs. Raider will assist Reyn with mastering needed standards/skills.</p> <p>Mr. Young will consult with Mr. Livingston periodically to discuss Reyn's progress throughout transition period.</p> <p>Mr. Young will check with Reyn periodically to determine comfort level in the new setting during transition period.</p>			
<b>Strategies to ensure continuous progress following the transition period:</b>			
<p>Mr. Young will continue to follow-up with Mr. Livingston following the transition period.</p> <p>Reyn will communicate any concerns with Mr. and Mrs. Raider, or with Mr. Livingston or Mr. Young.</p> <p>Mr. and Mrs. Raider will communicate with Mr. Livingston or Mr. Young if they experience any concern about the accelerated placement.</p>			
<b>Staff member assigned to monitor the implementation of this plan:</b>			
James A. Young	Gifted Coordinator		
NAME	POSITION		
<small>Written Acceleration Plan <span style="float: right;">Page 1 of 2</span></small>			

<b>Signatures</b>	
James A. Young	<u>9/1/2018</u>
SCHOOL DISTRICT REPRESENTATIVE	DATE
_____	DATE
PARENT/GUARDIAN	DATE
_____	DATE
STUDENT (WHEN APPLICABLE)	

DISTRIBUTE COPIES OF THIS DOCUMENT TO: BUILDING PRINCIPAL, CURRENT TEACHER, RECEIVING TEACHER, GIFTED COORDINATOR AND PARENT/GUARDIAN.  
 PLACE A COPY IN THE STUDENT'S FILE