

District Identification Plan

Superior Cognitive Ability

Naglieri Nonverbal Ability Test (3rd Edition)

Administered in Grades 2, 4 and 6.
Rescreen range: 124-125
Identification range: 126+

InView Cognitive Abilities Assessment

Administered by referral/for rescreening.
Rescreen range: 126-127
Identification range: 128+

Wechsler Intelligence Scale for Children (5th Edition)

Administered by referral/for rescreening.
Rescreen range: 125-126
Identification range: 127+

Woodcock Johnson IV Tests of Cognitive Abilities

Administered by referral/for rescreening.
Rescreen range: 125-126
Identification range: 127+

Specific Academic Ability in Reading and Math

Measures for Academic Progress (MAP) Growth

Administered in Grades 9-10 in the Fall, Winter, and Spring.
Rescreen range: 93-94th percentile
Identification range: 95th+ percentile

TerraNova (3rd Edition)

Administered by referral/for rescreening.
Rescreen range: 93-94th percentile
Identification range: 95th+ percentile

Woodcock Johnson IV - Tests of Achievement

Administered by referral/for rescreening.
Rescreen range: 93-94th percentile
Identification range: 95th+ percentile

Results from the PSAT/NMSQT, ACT, and SAT are also reviewed to identify students earning a qualifying score of 95th percentile above in Math or Reading (as well as Science on the ACT only).

Creative Thinking Ability

The student must meet each of the following criteria:

Cognitive Ability Component (one of):

Naglieri Nonverbal Ability Test: score of 111+
InView Cognitive Abilities Assessment: score of 112+
Wechsler Intelligence Scale for Children: score of 112+
Woodcock Johnson IV Test of Cognitive Abilities: score of 112+

Creativity Component (one of):

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS/Renzulli Scales):
Part II - Creativity: score of 51+

Visual or Performing Arts Ability

Identification in the visual or performing arts is by referral/nomination. A checklist of artistic ability will be completed by a teacher familiar with the student. If a qualifying score is met on the checklist, the student will prepare a portfolio of work or rehearsed performance to be scored on a rubric approved by the Ohio Department of Education.

Gifted Services Contacts

French Run Elementary School

David Schottner, Principal
Angela Bowersox, Gifted Intervention Specialist

Herbert Mills STEAM Elementary School

Allison McMannis, Principal
Tracy Martz, Gifted Intervention Specialist

Rose Hill Elementary School

Damicka Bates, Principal
Angela Bowersox, Gifted Intervention Specialist

Slate Ridge Elementary School

Tyler Rush, Principal
Kellie Lovas - Gifted Intervention Specialist

Summit Road STEM Elementary School

Latasha Turner, Principal
Marianne Patterson, Gifted Intervention Specialist
Kathleen Terapak, Gifted Intervention Specialist

Taylor Road Elementary School

Jamie Johnson, Principal
Angela Bowersox, Gifted Intervention Specialist

Hannah J. Ashton Middle School

Breen Slaughter, Principal
Rosalyn Lewis, Gifted Intervention Specialist

STEM Middle at BRJH

India Wilson, Principal
Bethany Davis, Gifted Intervention Specialist
Kristen Heath, Gifted Intervention Specialist
Crystal Telecsan, Gifted Intervention Specialist

Waggoner Road Middle School

Katie Snyder, Principal
Michelle Bennett, Gifted Intervention Specialist
Katharine Davis, Gifted Intervention Specialist

Waggoner Road Junior High School

Brady Harrison, Principal
Matthew Gatzulis, Gifted Intervention Specialist
Juliette Peppercorn, Gifted Intervention Specialist

Reynoldsburg High School

Scott Bennett, Principal - Reynoldsburg High School
William Ragland, Academy Leader - The 9X Impact
William Baylis, Academy Leader - RHS Livingston Campus
Nicole Carter, Academy Leader - RHS Summit Campus



Department of Gifted Services

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Reynoldsburg City Schools



Gifted Services

2021-2022

Melvin J. Brown, Ed.D.
Superintendent

David Baker
Assistant Superintendent

Dr. Jocelyn Cosgrave
Chief Academic Officer

Jaime Scott
Director of Student Services

Definitions

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 - A term used to describe 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.

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

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.

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.

Social-Emotional Needs - Gifted and talented students may have affective needs 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/STEAM - An acronym for the fields of science, technology, engineering, and mathematics, STEM curriculum is a way to grow students' interests and potentials in these areas; STEAM schools also emphasize arts and design.

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.

Identification

The District follows Ohio Revised Code 3324.01-07 (law) and Ohio Administrative Code 3301-51-15 (rule).

Student, teacher, parent, and peer referrals are accepted at all grade levels for individual screening. All referrals will be tested within 90 days of the District receiving the referral form. Referral forms can be found in all school building main offices, at Central Office, or the Graham Road office.

Whole grade screening for Superior Cognitive Ability and Creative Thinking Ability will take place in Grades 2, 4, and 6. Screening for Math and Reading will take place three times each year in Grades 2-10. Screening for Visual/Performing Arts will be by nomination annually. The District ensures equal access to screening and further assessment to all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language. ESL students will be assessed in their native language if requested and if translated materials are available, and students with physical and sensory needs will be assessed with appropriate modifications. Tests are administered by qualified educators. By using tests from the ODE approved list, the district ensures that the tests are valid for all special populations. The District ensures that any child transferring into the district will be assessed within 90 days of the transfer if requested by the parent. Outside testing data that follows the guidelines of ORC 3324.01-07 and OAC 3301-51-15 shall be accepted for identification and service. Parents will receive written notice of all testing results within 30 days of the District receiving the results.

Identification appeals may be directed to the District Director of Student Services.

Types of Gifted Identification

Superior Cognitive Ability - 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.

Specific Academic Ability - 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.

Creative Thinking Ability - 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.

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

For more information on types of gifted identification, see the Gifted Services Handbook or District website.

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.

District Service Plan

Reynoldsburg City Schools is committed to the belief that every student can achieve at high levels. Our academic programs are rigorous and highly personalized, using blended learning to meet the individual needs of every student. Through innovation and entrepreneurship, our dedicated teachers and staff focus on every student's success. State and national partnerships enable unique opportunities for our students and staff to benefit from the best educational initiatives across the country. Therefore, 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	Service Setting
2-4	Superior Cognitive Ability; Specific Academic Ability in Reading and/or Math; and/or Creative Thinking Ability	Cluster group taught by a Gifted Intervention Specialist or General Education Teacher
5-8	Superior Cognitive Ability; Specific Academic Ability in Reading and/or Math; and/or Creative Thinking Ability	Honors (Enriched) courses; Acceleration (Int. Math 1-2, English 9), College Credit Plus courses
9-12	Superior Cognitive Ability; Specific Academic Ability in Reading and/or Math; and/or Creative Thinking Ability	Honors (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 or 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). Acceleration referrals are addressed following the District policy (po5464) using the Iowa Acceleration Scale or other District-approved model.

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

Appeals to placement in gifted services may be directed to the District Director of Student Services.