

ASHTABULA AREA CITY SCHOOL DISTRICT
GIFTED EDUCATION IDENTIFICATION/SERVICE PLAN
2025-2026

Board Adopted **March 18, 2026**

The Board of Education shall ensure that procedures are established to identify all gifted students. The District follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the *Operating Standards for Identifying and Serving Gifted Students* as specified in the District plan.

Definition

‘Gifted’ means students perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C) , or (D) of section 3324.03 of the Ohio Revised Code.

A student shall be identified as exhibiting ‘Superior Cognitive Ability’ if the student did either of the following within the preceding twenty-four months:

- Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed school psychologist or licensed psychologist;
- Accomplished any one of the following:
 - Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
 - Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test
 - Attained an approved score on one or more above grade level standardized nationally normed approved tests.

A student shall be identified as exhibiting ‘Specific Academic Ability’ superior to that of children of similar age in a specific academic ability field if within the preceding twenty-four months, the student:

- Performed at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field.

A student may be identified as gifted in more than one specific academic ability field.

A student shall be identified as exhibiting ‘Creative Thinking Ability’ superior to children of a similar age, if within the previous twenty-four months, the student:

- Scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and
- Did either of the following:
 - Attained a sufficient score, as established by the Ohio Department of Education, on an approved individual or group test of creative ability
 - Exhibited sufficient performance, as established by the Ohio Department of Education, on an approved checklist of creative behaviors.

A student shall be identified as exhibiting 'Visual or Performing Arts Ability' superior to that of children of similar age if the student has done both of the following:

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts areas
- Exhibited sufficient performance, as established by the Ohio Department of Education, on an approved checklist of behaviors related to a specific arts area.

After any initial gifted identification made in conformance with this rule, a student shall remain identified regardless of subsequent testing or of classroom performance.

Ashtabula Area City School District Gifted Identification and Service Plan

Part I: Identification

Superior Cognitive Ability

Cognitive Ability Test (CogAT):

Whole Grade Administration: Grades 2,4

Superior Cognitive Ability Qualifying Score Composite (VQN): 128

Superior Cognitive Ability Qualifying Score Verbal-Nonverbal (VN): 128 (following guidelines provided by the testing manual)

Superior Cognitive Ability Qualifying Score Verbal-Quantitative (VQ): 128 (following guidelines provided by the testing manual)

Superior Cognitive Ability Qualifying Score Nonverbal (N): 127 (2nd grade) 126 (4th grade) (following guidelines provided by the testing manual)

Superior Cognitive Ability Qualifying Score Quantitative-Nonverbal(QN): 128 (following guidelines provided by the testing manual)

Wechsler Intelligence Scale for Children-5th Edition (WISC-V)

Administered by a School Psychologist after referral

Full Scale Intelligence Quotient (FSIQ): 127

General Ability Index (GAI) 126-127 scores vary by age (following guidelines provided by the testing manual)

Nonverbal Index (NVI): 126-127 scores vary by age (following guidelines provided by the testing manual)

Verbal Expanded Crystallized Index: 126-127 scores vary by age (following guidelines provided by the testing manual)

Expanded Fluid Reasoning Index: 126-127 scores vary by age (following guidelines provided by the testing manual)

Specific Academic Ability

iReady Administered in whole group format 3 times per school year

Grades 2-8

Academically gifted in math or reading identified at the 95th percentile; retest scores falling at the 94th percentile.

Woodcock Johnson IV Tests of Achievement (WJ-IV) Administered individually after referral

Academically gifted identified at the 95th percentile; retest scores falling at the 94th percentile.

Creative Thinking Ability

Cognitive Ability Test (CogAT) Form 7:

Whole Grade Administration: Grades 2,4

Creative Thinking Ability Qualifying Score Composite (VQN): 112

Creative Thinking Ability Qualifying Score Verbal-Nonverbal (VN): 112 (following guidelines provided by the testing manual)

Creative Thinking Ability Qualifying Score Verbal-Quantitative (VQ): 112 (following guidelines provided by the testing manual)

Creative Thinking Ability Qualifying Score Nonverbal (N): 111 (2nd grade) 110 (4th grade) (following guidelines provided by the testing manual)

Creative Thinking Ability Qualifying Score Quantitative-Nonverbal(QN): 112 (following guidelines provided by the testing manual)

Wechsler Intelligence Scale for Children-5th Edition (WISC-V)

Administered by a School Psychologist after referral

Full Scale Intelligence Quotient (FSIQ): 112

General Ability Index (GAI) 111-112 scores vary by age (following guidelines provided by the testing manual)

Nonverbal Index (NVI): 111-112 scores vary by age (following guidelines provided by the testing manual)

Verbal Expanded Crystallized Index: 111-112 scores vary by age (following guidelines provided by the testing manual)

Expanded Fluid Reasoning Index: 111-112 scores vary by age (following guidelines provided by the testing manual)

Gifted Rating Scales Second Edition (GRS-2)

Qualifying score for identification: 66

Qualifying score for reassessment 60-65

Ohio Checklist of Artistic Behavior (DANCE ONLY)

Qualifying score for identification: 32

Qualifying score for reassessment: 29-31

Visual and performing Arts Ability

Ohio Department of Education Rubric Grades K-12

Dance: Identification Score=26 Reassess=20-25

Drama: Identification Score=20 Reassess=16-19

Music: Identification Score=18 Reassess=14-17

Visual Arts: Identification Score=21 Reassess=16-20

IDENTIFICATION PROCESS

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children. The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

Type of Assessment	Content Area(s)	Grade Level(s)
Whole grade tests	Superior Cognitive Ability Specific Academic Ability Creative Thinking Ability	Cognition: Grades 2 and 4 (Cognitive Abilities Test) Academics: Grades 2-8 (iReady)
Individually Administered Tests	Superior Cognitive Specific Academic Ability Creative Thinking Ability	WISC-V WJ-IV GRS-2
Audition/Performance	Performing Arts: Dance Drama/Theater Music	Ohio Department of Education Rubric for Drama, Music, and Dance Performance
Display of Work	Visual Arts: Drawing Painting Sculpting	Ohio Department of Education Rubric for Visual Arts
Exhibition	Visual Arts: Drawing Painting Sculpting	Ohio Department of Education Rubric for Visual Arts
Checklists	Creative Thinking Ability	Gifted Rating Scales Second Edition: creative thinking with qualifying cognitive score using the Cognitive Abilities Test or WISC-V

Referral:

Children may be referred in writing on an ongoing basis, based on the following:

- Child request (self-referral)
- Teacher recommendation
- Parent/guardian request
- Child referral of a peer
- Other (e.g. psychologist, community members, principal, gifted coordinator, etc)

Upon receipt of a referral, the district will:

- Follow the process as outlined here, and
- Notify parents of results of screening or assessment and identification within 30 days of receipt of the assessment results

Screening:

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children from low socioeconomic backgrounds, children with disabilities and children for whom English is not the first language. Screening for cognition occurs in grades 2 and 4. Screening for academics occurs in grades 2-8.

Identification:

When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets cut-off scores specified in department of education guidance, the identification decision is made and the student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience.

Reassessment:

Reassessment for possible identification occurs when the data from an approved screening instrument or from an approved identification instrument falls within a district-specified range below the identification score.

Out of District Scores:

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools and/or trained personnel outside the school district.

Transfer:

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal.

Appeal Procedure:

An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:

- Screening procedure or assessment instrument (which results in identification)
- The scheduling of children for assessment
- The placement of a student in any program
- Receipt of services.

Parents should submit a letter to the superintendent or designee outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

Acceleration Options as a Service for Gifted Identified Students:

Acceleration is a great option for students that regularly perform at the top of their class. This option is not limited to gifted identified students, although it is a service option. The types of acceleration include subject acceleration, grade level acceleration, early entrance to Kindergarten, and early high school graduation.

Subject or Grade Level Acceleration:

Individual Subject Acceleration is the practice of assigning a student who meets the specified criteria to content instructed at a higher grade level with the purpose of meeting the high achieving or gifted student's unique needs. Subject acceleration requests must be directed to the Gifted Department.

Whole Grade Acceleration is the practice of assigning a student to a higher grade level than is typical given the student's age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities. The student must be exceptional in all subject areas and show appropriate social maturity to move ahead one grade level. The Iowa Acceleration Scale (IAS) is currently the only acceleration assessment process approved by the Ohio Department of Education for evaluating candidates for early entrance to Kindergarten and whole grade acceleration for students in Kindergarten through Grade 8.

All gifted students who are subject accelerated or whole grade level accelerated within the district will have a Written Acceleration Plan (WAP) during the student's first year of an accelerated placement. Students who are not identified as gifted but have met the criteria for acceleration will also receive a WAP. This document is used to guide accelerated instruction and services; it is created and maintained by the district personnel.

Early Entrance:

A unique type of whole-grade acceleration is early entrance (i.e. Kindergarten or First grade). For academically talented young children, early entrance to school may be an excellent option. Early admission to Kindergarten may be requested when a child turns 5 after a district's Kindergarten entrance date (August 1) but during the school year for which admittance is requested. A formal recommendation is necessary for early entrance to Kindergarten if a student turns five after August 1. The district uses the IOWA Acceleration Scale for part of the decision-making process for all Early Entrance Applicants regardless of the child's birthdate.

Early Graduation:

Early Graduation is another type of acceleration for students who have met the graduation requirements and want to act on their post-graduation plans earlier.

Part II: District Service Plan

The Ashtabula Area City School District delivers all gifted services in accordance with the Ohio Revised code and the Ohio Administrative code. These codes require public school districts to identify students who are gifted; however are not required to provide gifted education service. The district does ensure equal opportunity for all district students identified as gifted to receive any services offered and available by the district. Ashtabula Area City Schools acknowledges that gifted students have unique needs and strive to offer a continuum of options as appropriate for students. The Ashtabula Area City School District will ensure that students with similar or related areas of identification are placed in the same service setting to the greatest extent possible.

Program Type	District Name for Service	Service Provider	Formal Plan
Service	Early Entrance to Kindergarten or Grade 1 within Regular Classroom	General Education Classroom Teacher	Written Acceleration Plan (WAP)
Service	Cluster Group Classroom	General Education Classroom Teacher	Written Education Plan (WEP)
Service	Resource Room/Pull Out grades 3-6	Gifted Intervention Specialist/not teacher of record	Written Education Plan (WEP)
Service	Whole grade or Subject Acceleration (e.g. skipping a grade, or moving up to Algebra I)	General Education Classroom Teacher	Written Education Plan (WEP), WAP year one
Service	Advanced Placement	General Education Classroom Teacher	Written Education Plan (WEP)
Service	College Credit Plus (CCP)	General Education Classroom Teacher	Written Education Plan (WEP)
Service	Honors Classroom	General Education Classroom Teacher	Written Education Plan (WEP)
Service	Art	Trained Arts Instructor	Written Education Plan (WEP)

*Service Providers shall receive specialized training in gifted education in accordance with the Ohio Standards for Identifying and Serving Students Who are Gifted.

Written Acceleration Plans

The acceleration evaluation committee develops a written acceleration plan (WAP) for students who are admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The Written Acceleration Plan is developed in compliance with the *Operating Standards for Identifying and Serving Gifted Students* and *Model Acceleration Policy*. Written Acceleration Plans are written for the first year of the accelerated placement.

Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education as serviced, they must have a Written Education Plan (WEP) in compliance with the *Operating Standards for Identifying and Serving Gifted Students*. Written Education Plans are developed yearly.

Resource Room Policy:

Students in grades 3-6 who are identified as Superior Cognitively Gifted, or a combination of both Academic Giftedness and Creative Giftedness, may participate in the resource room pull-out program. Students receiving resource room support will not be held responsible for the classroom material taught while they are receiving the resource room instruction. Class tests should not be conducted during the day that the students are in the resource room setting.

Withdrawal:

If at any time, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

District Enrichment Plan:

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places, and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

Identification and Service Plan Approval:

District identification and service plans must be sent to the Ohio Department of Education as part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

[Access to more detailed information:](#)

Identification:

<https://codes.ohio.gov/ohio-administrative-code/rule-3301-51-15>

Early Entrance:

https://education.ohio.gov/getattachment/Topics/Early-Learning/Kindergarten/Early_Childhood_Kindergarten_EarlyEntryGuide.pdf.aspx

Early Graduation:

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Resources-for-Parents/Academic-Acceleration-for-Advanced-Learners>

Acceleration:

https://www.accelerationinstitute.org/Acceleration_Explained/qa.aspx

Identification:

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Chart-of-Approved-Assessment-and-Gifted-Education>

Contact Information:

If you have questions, please contact your building Principal, or Pupil Personnel Director.

Board Approved Policy Related to Gifted Students

PROGRAMS FOR STUDENTS WHO ARE GIFTED

The Board of Education shall ensure that procedures are established to identify all gifted students. The District follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the Operating Standards for Identifying and Serving Gifted Students as specified in the District Plan.

"Gifted" students perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Annually, children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program.

The Superintendent shall identify children in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

- A. Superior Cognitive Ability
- B. Specific Academic Ability in one or more of the following content areas:
 - 1. Mathematics
 - 2. Science
 - 3. Reading, writing, or a combination of these skills
 - 4. Social studies
- C. Creative Thinking Ability
- D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama

Only those instruments approved by the Ohio Department of Education shall be used for screening, assessment, and identification of children who are gifted as provided in the Chart of Approved Gifted Identification/Screening Instruments. The District shall select instruments from the approved list that will allow for appropriate screening and identification of minority and disadvantaged students, students with disabilities, and students for whom English is a second language.

Scores on Ohio Department of Education approved assessment instruments provided by other school districts and trained personnel outside the School District shall be accepted.

District Plan for Services:

The Board of Education shall adopt and the Superintendent shall submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the District plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

- A. the criteria and methods used to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas
- B. the sources of assessment data used to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted
- C. an explanation for parents of the methods used to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language
- D. the process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted
- E. provision of an opportunity for parents to appeal any decision about the results of any screening procedure for assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services
- F. procedures for the assessment of children who transfer into the District
- G. provisions for students to withdraw from gifted programs and services
- H. at least two (2) opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other students

The District's plan may provide for contracting with any qualified public or private service provider for screening or assessment services under the plan.

The Superintendent shall:

- A. ensure equal opportunity for all children identified as gifted to receive any or all services offered by the District;

- B. implement a procedure for withdrawal of children from District services and for reassessment of children;
- C. implement a procedure for resolving disputes with regard to identification and placement decisions;
- D. inform parents of the contents of this policy as required;
- E. submit, as required, an annual report to the Ohio Department of Education.

Placement procedures for District services shall be in conformance with the District's written criteria for determining eligibility for placement in those services.

- A. Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, District educator, or the Ohio Department of Education upon request.
- B. Written criteria provided by the District shall include an explanation of the methods used to ensure equal access to each gifted service for all eligible District students, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language.
- C. Services which students receive shall be consistent with their area(s) of identification and shall be differentiated to meet their needs.
- D. Subjective criteria such as teacher recommendations shall not be used to exclude a student from service in the superior cognitive and specific academic areas who would otherwise be eligible.
- E. All District students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

The Superintendent shall implement all policies and procedures in accordance with timelines and other requirements of laws, rules, and regulations, and follow the Operating Standards for Identifying and Serving Gifted Students.

The Superintendent shall develop a plan for the service of gifted students enrolled in the District identified under this policy. Gifted services shall occur during the typical instructional day with flexibility allowed for the scheduling of educational options as defined in A.C. 3301-35-01, A.C. 3301-35-06, dual enrollment opportunities, and the visual or performing arts. Services specified in the plan may include such options as the following:

- A. a differentiated curriculum
- B. differentiated instruction
- C. cluster groupings
- D. mentorships/internships
- E. whole grade acceleration (see Policy 5410)
- F. subject acceleration (see Policy 5410)
- G. early entrance (see Policy 5112)
- H. early high school graduation (see Policy 5464)
- I. dual enrollment opportunities including but not limited to college credit plus
- J. advanced placement/international baccalaureate courses
- K. honors classes
- L. magnet schools
- M. self-contained classrooms
- N. resource rooms
- O. independent study/educational options
- P. advanced online courses and programs
- Q. services from a trained art instructor
- R. other options identified in the rules of the Ohio Department of Education

Written Education Plan:

A Written Education Plan (WEP) will guide the gifted services based on the student's area(s) of identification and individual needs. The Written Education Plan shall:

- A. provide a description of the services to be provided;
- B. identify staff members responsible for providing that specific services are delivered;
- C. implement a procedure for resolving disputes with regard to identification and placement decisions;
- D. specify policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general classroom if different from the District policy detailed below;
- E. specify a date by which the WEP will be reviewed for possible revision.

The WEP shall be developed in collaboration with an educator who holds licensure or an endorsement in gifted education. The WEP shall include measurable academic goals aligned with the Ohio Learning Standards for the student, methods and performance measurements for evaluating progress on the goals, and a schedule for reporting progress to students and parents. The WEP will explain how the gifted service meets the student's documented strengths and needs.

Parents and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.

Students participating in gifted services provided outside the general education classroom will generally be exempted from routine classwork (worksheets, homework, etc.) assigned during absences from the regular classroom due to participation in the gifted services. Students are to turn in work due the day of absence and make arrangements to make up missed tests. Special classwork (projects, book reports, etc.) assigned during the student's absence are to be completed. Exceptions to this policy will be detailed in the student's Written Education Plan.

The District shall report to parents and the Ohio Department of Education that a student is receiving gifted education services only if the services are provided in conformance with the Operating Standards for Identifying and Serving Gifted Students.

Each year, the District shall submit data and participate in program audits as required by the Department.

ACCELERATION

Academic acceleration may involve early entrance to Kindergarten, early high school graduation, whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms for evaluation for whole-grade or individual subject acceleration will be available at each school building.

Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a semester.

Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include the following:

- A. a parent/guardian, or a representative designated by that parent/guardian
- B. a gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted
- C. a principal or assistant principal from the child's current school
- D. a current teacher of the referred student
- E. a teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible

accelerated placement in its deliberations. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.

Students considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State Board of Education has approved content standards) and consideration of the student's maturity and desire for accelerated placement.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty- five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. placement of the student in an accelerated setting;
- B. strategies to support a successful transition to the accelerated setting;
- C. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- D. an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee implementation of the acceleration plan and to monitor the adjustment of the student to the accelerated setting.

At any time during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases the principal shall remove the student from the accelerated placement without repercussions.

At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within thirty (30) calendar days of receiving the request. If the student will be placed in a different accelerated setting from that initially recommended, the student's acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The student's record shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Early Entrance to Kindergarten:

The District provides early admission to kindergarten and first grade for qualified students. Copies of the referral forms for evaluation for early entrance to kindergarten or first grade will be available in each school building. Any student residing in the District may be referred by an educator employed by the District, a preschool educator who knows the child, the child's parent or guardian, or a pediatrician or psychologist who knows the child. The referral shall be made to the principal of the school for evaluation for possible early admission.

Before a student is evaluated for early entrance, the principal (or his/her designee) of the school to which the child may be admitted shall obtain written permission from the child's parent/guardian.

Evaluations related to referrals submitted to the school principal between August 15th and April 15th, will ordinarily be completed and a written report issued within forty-five (45) calendar days of submission of the referral to the school principal. Evaluations related to referrals submitted to the school principal between April 16th and August 14th will ordinarily be completed and a written report issued within forty-five (45) days of the start of the school year.

Children referred for early entrance will be evaluated in a prompt manner. The principal of the school to which the child may be admitted shall convene an acceleration evaluation committee to determine whether early entrance is appropriate for that child. The acceleration evaluation committee shall include the following:

- A. a parent/legal guardian or a representative designated by the parent/guardian
- B. a gifted education coordinator or gifted education specialist, or, if neither is available, a school psychologist or a guidance counselor with expertise in the appropriate use of academic acceleration

- C. the principal or assistant principal of the school to which the child may be admitted
- D. a teacher at the grade level to which the student may be admitted

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will also consider the student's own thoughts on possible accelerated placement in its deliberations.

Children considered for early entrance shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

A meeting will be conducted with the parent/guardian following the evaluation to inform him/her of the committee's decision and, if appropriate, to discuss the results of the evaluation and the nature of the kindergarten or first grade program.

The parent/guardian will be provided with a written summary of the outcome of the evaluation process. This notification shall include instructions for appealing the outcome of the evaluation process.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the results of the evaluation. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the appeal. The Superintendent or his/her designee's decision will be final.

If a child is recommended for early entrance, the acceleration evaluation committee will develop a written acceleration plan for that child. The plan will specify:

- A. placement of the child in the accelerated setting;
- B. strategies to support successful early entrance; and
- C. an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee the implementation of the acceleration plan and to monitor the child's adjustment to the early entrance.

At any time during the transition period, a parent/guardian of the child may request in writing that the child be withdrawn from the accelerated placement. In such cases, the principal shall remove the child without repercussions.

Also, at any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration evaluation committee to consider other placement options and to issue a decision within thirty (30) calendar days of receiving the

request. If the student will be placed in a different setting from that initially recommended, the acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The child's records shall be modified accordingly, and the acceleration plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Early High School Graduation:

The Board of Education acknowledges that some students seek to pursue educational goals that include graduation from high school at an earlier date than their designated class.

A student who completes the requirements for early high school graduation may participate in the graduation ceremonies with his/her designated class or the class graduating in the year in which s/he completes the District's requirements for high school graduation.

Early High School Graduation - General:

Application for early high school graduation must be submitted to the high school principal.

The principal may honor this request if all conditions for high school graduation are met and the student fulfills the high school graduation requirements.

Early High School Graduation – Advanced Learners:

Any student residing in the District may be referred for early high school graduation by a staff member or parent/guardian to the principal of his/her school. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms will be available at each school building.

Students referred for early high school graduation will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will only occur at the start of a semester.

Before a student is evaluated for early high school graduation, the principal (or his/her designee) must obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty- five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriateness of early high school graduation for the student. The committee shall include the following:

- A. a parent/legal guardian of the referred student
- B. a gifted education coordinator or gifted intervention specialist, or, if neither is available, a school psychologist or guidance counselor with expertise in early high school graduation
- C. a principal or assistant principal from the student's current school
- D. a current teacher of the referred student

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student.

Students referred for early high school graduation shall be evaluated based on past academic performance, measures of achievement based on State academic content standards, and successful completion of State mandated graduation requirements. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her final decision within thirty (30) calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for early high school graduation, the acceleration evaluation committee will develop a written acceleration plan designed to allow the student to complete high school graduation requirements on an accelerated basis. The plan may include the provision of educational options in accordance with A.C. 3301-35-06(G), waiving District graduation requirements that exceed those by the State, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

A staff member will be assigned to oversee implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.