

Marlington Local Schools



Identification Procedures and District Service Options for Gifted and Advanced Students

2025-2026

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DEFINITION OF GIFTED

“Gifted” is defined 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 and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code”.

MARLINGTON LOCAL SCHOOL BOARD POLICY

The information in this plan is based on Board Policy 2464 which was revised September 17, 2020. The gifted service plan is available on the district website: [Marlington Gifted Services](#).

Link to Policy Manual: [Board Policy 2464: Gifted Education and Identification](#)

REFERRALS FOR ASSESSMENT

The District ensures that there are ample and appropriate scheduling procedures for assessment and re-testing using:

- group ability/achievement tests,
- individual ability/achievement tests,
- audition, performance,
- display of work; and
- checklists

Students may be referred on an ongoing basis; based on the following:

- self-referral (student request),
- teacher referral,
- parent/guardian request,
- student referral of peer, others familiar with a student's potential or performance (e.g., psychologist, school counselor, principal, gifted coordinator, community member)
- performance on district-wide standardized tests of ability and achievement.

Referral form

Upon receipt of a referral, the District will:

- secure permission from the parent and/or guardian for testing,
- schedule the student for assessment; and
- provide for at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents, or other students.

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.

SCREENING, ASSESSING AND IDENTIFICATION

The Marlinton Local School District screens and identifies students who perform or show potential for performing at high levels of accomplishment in the area of superior cognitive ability, specific academic ability, and visual and/or performing arts.

Stage I: Pre-assessment

The pre-assessment stage of the process involves gathering data from a variety of sources including teacher, parent, and peer nominations, grades, group test scores, observations, review of student records, and outstanding products or performances. All students are included in the pre-assessment process. By using the pre-assessment process, the District ensures equal access to screening.

Stage II: Screening

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. District determined cut-off scores that move students from the screening stage to the assessment stage are lower than the scores necessary for identification. This approach helps to ensure that no potentially gifted student goes unidentified.

Whole-grade screening occurs annually at 2nd grade and 5th grade.

All referrals received from the pre-assessment stage for potential identification in visual/performing arts are automatically considered using the appropriate instrument/exhibits.

Stage III: Identification

Students who meet the state criteria for identification ([ORC 3324.03](#)) are identified at the end of the screening process.

→ Does Qualify

- ◆ The student is identified if they meet the state criteria for identification. [ORC 3324.03](#)

→ Does Not Qualify

- ◆ The student is not identified if they fail to meet the state criteria for identification. An appeal of the decision may be made, in writing, to the gifted coordinator.

Parent notification occurs within 45 days of receiving assessment results. An individual assessment is administered by the gifted coordinator. Tests that allow for group administration can be done by the gifted coordinator and/or trained teaching staff. The Marlinton Local School District may contract with any qualified public or private service provider to provide the assessment services. Once an additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and the student's educational needs and services are determined.

The Marlinton Local School District must recognize any qualifying scores from any assessment approved for gifted identification on the Ohio Department of Education annual List of Approved Assessments, including any qualifying scores from any standard administration of approved assessments designed for multiple administrations.

SPECIAL POPULATIONS

The Marlington Local School District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English language learners, economically disadvantaged, homeless, students with disabilities or any other special circumstances will not be excluded from potential gifted identification in any manner.

Assessment instruments and conditions shall be used that are appropriate for each student. For example, an ELL student may be assessed using a nonverbal assessment instrument. If necessary, translators shall be secured for students who need that accommodation. Tests that are valid for special populations shall be used for students from diverse backgrounds. All tests used must be on the current *Chart of Approved Gifted Identification/Screening Instruments*, Ohio Department of Education and Workforce.

RETESTING

The Marlington Local School District aims in its identification process to not exclude students from identification. Occasionally, another assessment instrument is used when the results from the second testing are still inconclusive.

Students who have requested assessment or who have been recommended for assessment by teachers, parents, or other students are provided at least two opportunities a year for assessment. Once a student has been identified, the identification is permanent.

To discuss retesting, please contact the gifted coordinator.

APPEAL PROCESS

An appeal by the parent and/or guardian is the reconsideration of the results of any part of the identification process which would include:

- Screening procedure or assessment instrument which results in identification
- The scheduling of a student for assessment
- The placement of a student for services
- Receipt of services

Parents should contact the gifted coordinator, outlining the nature of the concern. The gifted coordinator will convene a meeting with the parent, which may include other school personnel. A written final decision will be issued within 45 days of the appeal and include the reasons for that decision.

TRANSFER STUDENTS

Any student transferring into the District will be assessed within 90 days of the transfer at the request of the parent. This request can be made in writing to either the curriculum director or the gifted coordinator. If a student was previously identified in Ohio or another state, parents and/or guardians need to contact the gifted coordinator. Once a student has been identified in Ohio, there is no need to re-identify a student. Parents and/or guardians are encouraged to share past Written Education Plans and other

pertinent records with the gifted coordinator. The Marlington Local School District accepts outside testing data that follows Ohio Revised Code 3324.01-.07.

ASSESSMENT INSTRUMENTS

The Marlington Local School District only uses assessment instruments for screening and identification approved by the Ohio Department of Education and Workforce. To ensure that the test results accurately reflect each student's aptitude or achievement level, tests have also been included that will allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities and English language learners. When necessary, tests are administered in a student's native language if interpreters are available.

The following tests are used in the District for screening and identification. The Marlington Local School District acknowledges the standard error of measure (SEM) on these tests in generating eligibility scores. Initial identification must be based on an identification instrument result no older than 24 months.

Please refer to specific information from Ohio Revised Code 3324.01.

SUPERIOR COGNITIVE ABILITY

Within the preceding 24 months, the child has:

- a. scored 2 standard deviations above the mean (minus the standard error of measurement), on either an approved individual standardized intelligence test administered by the gifted coordinator or a licensed psychologist on an approved standardized group intelligence test,
- b. performed at or above the 95th percentile on the composite battery of an approved, nationally normed achievement test or,
- c. attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

Instruments Used:

Intelligence Tests

INSTRUMENT
Cognitive Abilities Test (CogAT) - VQN* <i>*The QN Composite, VN Composite, VQ Composite & Nonverbal Composite will be used when appropriate as specified in the technical manual and publisher guidance</i>
Naglieri Nonverbal Ability Test ³
Woodcock-Johnson IV, Tests of Cognitive Abilities
Wechsler Intelligence Scale for Children (WISC-V)

Marlington Local Schools reserves the right to substitute another approved test by the Ohio Department of Education and Workforce for gifted assessment during the duration of this plan for either individual or group assessment.

SPECIFIC ACADEMIC ABILITY

Within the preceding 24 months, the child has:

- a. performed at or above the 95th percentile at the national level on an approved individual standardized achievement test of specific academic ability in that field (mathematics, science, reading, writing or a combination of both, or social studies),
- b. performed at or above the 95th percentile at the national level on an approved group standardized achievement test of specific academic ability in that field.

Instruments Used:

Group Achievement Test:

INSTRUMENT
NWEA MAP Growth 2-5 Screening-Benchmarks are given in fall, winter and spring.

Individual Achievement Test:

INSTRUMENT
Woodcock Johnson IV, Tests of Achievement (Ages 2-90)
Iowa Test of Basic Skills Grades K-12 Core or Complete Battery: Form E,F,G

VISUAL OR PERFORMING ARTS ABILITY

A student shall be identified as exhibiting “visual or performing arts ability” superior to that of students of similar age if the student has done both of the following:

- a. demonstrated 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
- b. exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area. These areas are drawing, painting, sculpting, music, dance and drama.

Instruments Used:

Visual Arts Ability (drawing, painting, sculpting)

INSTRUMENT
Gifted and Talented Evaluation Scales (GATES 2)
Display of Work (Visual Art) Ohio Department of Education Rubric

Drama/Theater Identification

INSTRUMENT
Gifted and Talented Evaluation Scales (GATES 2)
Display of Work (Performance) Ohio Department of Education Rubric

Music Identification

INSTRUMENT
Gifted and Talented Evaluation Scales (GATES 2)
Display of Work (Visual Art) Ohio Department of Education Rubric

Dance Identification

INSTRUMENT
Gifted and Talented Evaluation Scales (GATES 2)
Display of Work (Performance) Ohio Department of Education Rubric

Note: The Ohio Department of Education and Workforce's Handbooks for Identification of Students Who Are Gifted in the Visual and Performing Arts shall be used during the identification process in this category. Only experts in the potential field for identification may assess portfolios and/or performances to ensure quality in identifying superior ability in the particular arts area(s).

CREATIVE THINKING ABILITY

The identification for Creative Thinking Ability involves a two-pronged process because the students are evaluated for cognitive abilities and for creative characteristics. 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** also did either of the following:

- Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; **or**
- Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

Instruments Used

Group Intelligence Test/Individual

INSTRUMENT
Naglieri Nonverbal Ability Test (Group Administration Version)

Individual/Group Intelligence Tests

INSTRUMENT
Cognitive Abilities Test (CogAT) 7 VQN Composite*
Cognitive Abilities Test (CogAT) 8 VQN Composite*
<i>*The QN Composite, VN Composite, VQ Composite & Nonverbal Composite will be used when appropriate as specified in the technical manual and publisher guidance</i>
Naglieri Nonverbal Ability Test 3rd edition NAI
Woodcock-Johnson V, Tests of Achievement
Wechsler Intelligence Scale for Children (WISC-V) 5th Edition

Checklist Requirement

INSTRUMENT
Gifted and Talented Evaluation Scales (GATES 2) Creative Thinking Ability Checklist-(Questions 21-30)-(Grades K-12)

Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.

GIFTED AND ADVANCED SERVICE PLAN

The Marlington Local School District ensures equal opportunity for all students identified as gifted to receive services offered by the District. Service placement criteria shall be consistently applied as specified in the screening and identification criteria. The same services will be consistently offered at each grade level and all buildings at those grade levels to all qualifying students. The criteria used may not discriminate on the basis of race, gender, ethnicity, disability status, first language, socio-economic status, and will include equal access for transfer students. Placement for District services shall match the service criteria used in determining eligibility. The Marlington Local School District acknowledges that gifted students have diverse needs and aims to offer a continuum of services as appropriate for students.

All gifted services in the Marlington Local School District shall be delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code. Districts are required to identify gifted students. However, school districts are not required to provide gifted education services. The Marlington Local School District strives to offer a continuum of services to serve the diverse needs of gifted students within the available resources.

CONTINUUM OF GIFTED AND ADVANCED SERVICES

DISTRICT NAME FOR SERVICE	SERVICE SETTING	GRADE LEVELS	GIFTED ID CRITERIA RELATED TO SERVICE	SERVICE PROVIDER
Cluster-Grouping in Math	Regular Classroom Cluster Group	2-8	Gifted ID in Math, or qualifying score from criteria sheet	Classroom Teacher (supported by Gifted Coordinator and Instructional Coach)
Cluster-Grouping in Reading (ELA)	Regular Classroom Cluster Group	2-8	Gifted ID in Reading, or qualifying score from criteria sheet	Classroom Teacher (supported by Gifted Coordinator and Instructional Coach)
Cluster-Grouping in Science	Regular Classroom Cluster Group	8	Qualifying Score from criteria sheet	Classroom Teacher (supported by Gifted Coordinator)
Subject / Whole Grade Accelerations	Regular Classroom with Acceleration	K-12	Gifted ID in Relevant Content Area(s), Above Grade Test Scores, informal assessment data	Classroom Teacher (supported by Gifted Coordinator and Instructional Coach)
CCP Courses	Regular Classroom CCP	7-12	Students meet CCP requirements to enroll in courses	Classroom Teacher (ongoing support/PD provided by Gifted Coordinator)
Honors Courses	Regular Classroom Honors	9-12	Gifted ID in Relevant Content Area and/or Superior Cognitive Ability	Classroom Teacher (ongoing support/ PD provided by Gifted Coordinator)

An individual Written Education Plan is created for each identified student receiving gifted services in compliance with the State Operating Standards.

Specific Academic Ability - Kindergarten through twelfth grade: Marlinton Local School District seeks to identify students who have specific academic ability in math, science, reading, and/or social studies. The gifted coordinator and/or instructional coaches may serve as a resource for general education teachers for the purpose of helping meet the needs of students with specific academic identification. A student who has an aptitude in a specific subject area that is consistently superior can profit from differentiated instruction and may need subject acceleration.

Creative Thinking and Visual/Performing Arts - Kindergarten through twelfth grade: Marlinton Local School District seeks to identify students in both creative thinking ability and visual/performing arts. The gifted coordinator will assist teachers, parents and students who have been identified with educational options or information about special programs specific to a student's identification area.

PARTICIPATION/ADJUSTING OR WITHDRAWING FROM SERVICES

Although a student is identified as gifted, the decision to participate in any gifted service option always remains with the family. If at any time a parent wishes to withdraw their child(ren) from gifted services, the request should be made in writing to the gifted coordinator. Appropriate withdrawal forms must be completed. Should a parent prefer that their child participate in gifted services during another academic year, reinstating services can be easily accomplished by contacting the gifted services coordinator.

WRITTEN EDUCATION PLAN (WEP)

Marlington Local School District utilizes a Written Educational Plan (WEP) that provides the following:

- Description of services to be provided
- Measurable academic goals aligned to Ohio Learning Standards
- Goals for the students for each service to be provided
- Methods for evaluating progress toward goals specified
- Method and schedule for reporting progress to parents
- Staff responsible for ensuring delivery of each service prescribed
- Policies regarding waiver of assignments and re-scheduling of tests
- Deadline for next review of WEP
- An explanation of how services meet the student's documented strengths and educational needs

A copy of the WEP is made available to parents and staff responsible for providing service listed. Each identified student in K-8 who receives services, will have in place a Written Education Plan (WEP), which documents adjustments made to the curriculum in their area(s) of identification. The district will seek parent input and signature annually. Ohio's Academic Content Standards recognizes that students develop at different rates and clearly states that if they can exceed grade level indicators; they must be afforded the opportunity to do so. This provides teachers the flexibility to modify or differentiate instruction for students in which the

- level is advanced to ensure challenge,
- pace is adjusted to accommodate faster learning rates,
- complexity requires students to analyze or integrate several ideas, and
- depth encourages students to explore a topic in more thoughtful detail.

The gifted coordinator, in collaboration with teachers, parents and the student, when applicable, are responsible for the developing the WEP. The WEP will be shared by the gifted coordinator with parents, students and all educators responsible for providing gifted services to students.

WEP progress is shared with parents periodically during the school year. It is important to note that the WEP is not an IEP (Individualized Education Plan) and does not follow procedures as outlined in federal law for special education.

Marlington Local School District aims to provide as many enrichment opportunities as possible to students. The District strives to support the diverse needs of gifted and talented students via a continuum of opportunities both in and out of the classroom as resources permit.

Student Placement in Services and Service Provider requirements:

Students are placed in a service setting with a minimum of three students with similar/related areas of identification. High Quality Professional Development is required for teachers who provide gifted services. General education teachers providing services must complete 15 hours/year for four consecutive years in specialized training in gifted education.

WRITTEN ACCELERATION PLAN (WAP)

When students are recommended for acceleration a Written Acceleration Plan (WAP) is created. The WAP describes the transition plan and supports the successful implementation of an acceleration. After the successful completion of the transition period established in the WAP, an acceleration becomes a permanent placement.

ACCELERATION AND EARLY HIGH SCHOOL GRADUATION

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments and instructional interventions more commonly provided to older peers.

Marlington Local School District School's policy describes the process that is used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers and granted early graduation from high school.

Board Policies

5112 - ENTRANCE REQUIREMENTS

5409 - STUDENT ACCELERATION

5410 - PROMOTION, ACADEMIC ACCELERATION, PLACEMENT, AND RETENTION

5464 - EARLY HIGH SCHOOL GRADUATION

What is Acceleration?

Acceleration is an intervention that moves students through an educational program at a more rapid rate than their age-mates. In other words, students will skip over grade level content and may be placed with older peers for instruction. Marlington Local School District Acceleration Policy provides students with opportunities for possible accelerated placement through early admission to kindergarten, individual subject acceleration, whole-grade acceleration and early graduation from high school.

What are some indicators that a student should be considered for Acceleration?

Acceleration requires high academic ability. Standardized test scores and teacher observation can provide evidence that a student has mastered the current curriculum and is ready for a faster-paced and more complex curriculum. Motivation and social-emotional maturity are also important indications that a highly capable student may be a good candidate for acceleration.

Most good candidates for acceleration display some of the following characteristics:

- demonstrates above average general cognitive ability;
- achieves academically in one or more subject areas a grade level or at a higher level than classmates
- expresses a desire for more challenging instruction;
- is socially mature enough to adapt to an environment serving older students; or
- responds positively to the possibility of acceleration.

Acceleration may not be appropriate for students with some of the following characteristics:

- has an older sibling in the same school and grade level to which the student may be accelerated;
- is sufficiently challenged by the curriculum at their current grade level;
- would be significantly less emotionally mature than typical students at the grade level to which they may be accelerated; or
- responds negatively to the possibility of acceleration.

Who Determines Whether a Student should be Accelerated?

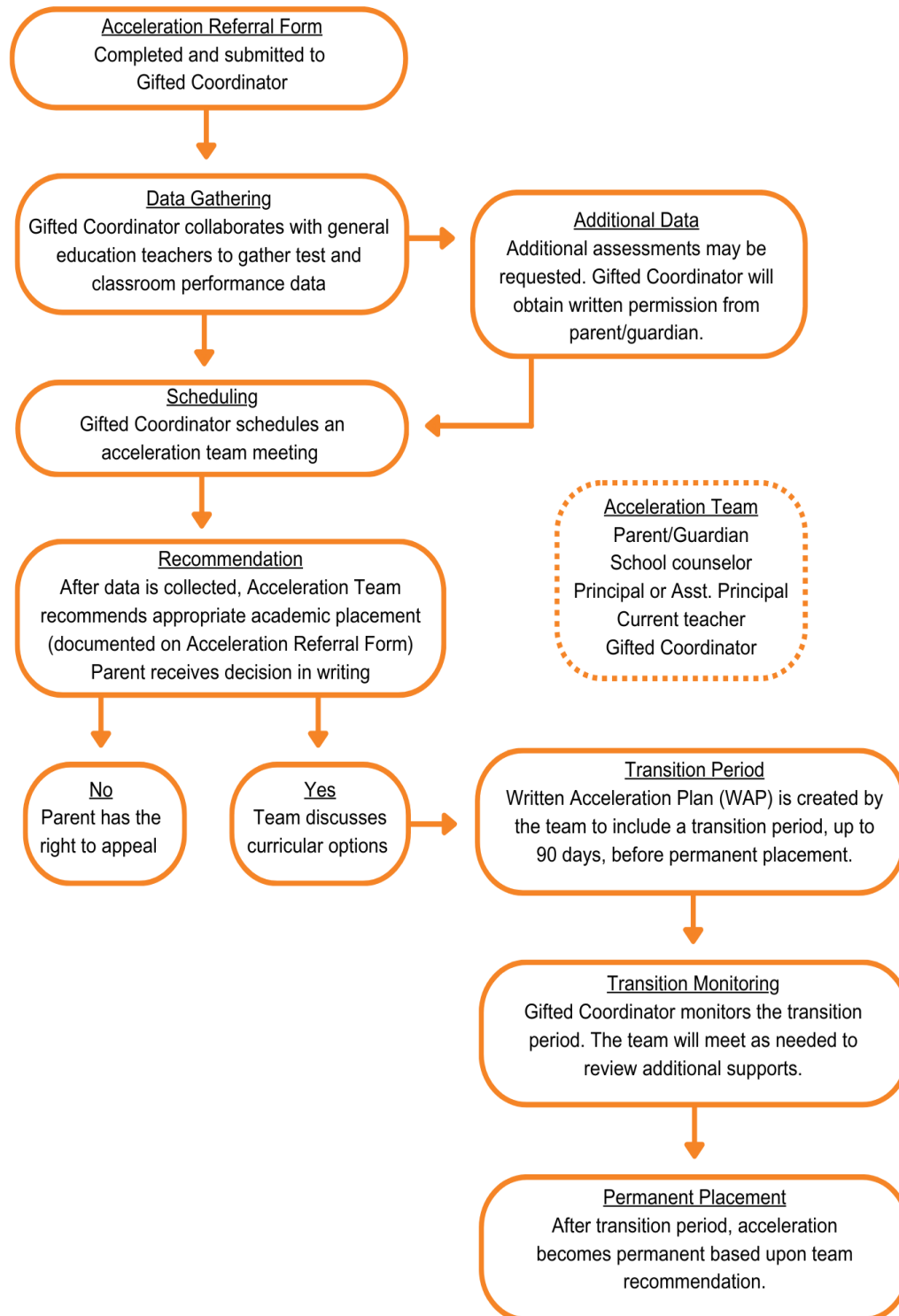
The decision to accelerate a student is a team decision. The process must include an assessment of student's readiness and motivation for acceleration and a match between the curriculum and the student's academic needs. It may also include additional data collection and further assessment. Consideration of test scores, teacher observation and input from the parents and student is also required.

Sometimes a student may need more than what is currently offered in the classroom. If this is the case, typically the parent and/or teachers confer, and then the district curriculum director or gifted coordinator are contacted to schedule an acceleration review.

Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis. The *Iowa Acceleration Scale (3rd ed.)* is used as a tool to guide acceleration teams on appropriate placement for whole grade acceleration. The Marlington Local School District adopted the *State Model Policy for Acceleration*.

ACCELERATION PROCESS

Subject or whole-grade acceleration see next page...



KINDERGARTEN/ EARLY ENTRANCE PROCESS

Kindergarten

A child is eligible for entrance into kindergarten if they attain the age of five (5) on or before August 1st of the year in which they apply for entrance. The Board may admit a younger child to kindergarten if the child satisfies the Board's early entrance criteria. A child under age six (6) who is enrolled in kindergarten will be considered of compulsory school age.

The Board will admit to kindergarten any child who has not attained the entrance age requirement of this District, but who was properly enrolled in a public or chartered nonpublic school kindergarten before transferring to the District.

While the District operates an all-day kindergarten program, a parent/guardian may enroll their child for only the minimum number of hours required by State law without penalty, and the Board shall accommodate such students.

Early Entrance Criteria

The District provides early admission to kindergarten and first grade for qualified students. The [Early Entrance Information and Referral Packet](#) can be received from the Office of Curriculum and Instruction. 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 their 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; and
- 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 child. 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 and Workforce.

A meeting will be conducted with the parent/guardian following the evaluation to inform them 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 their designee shall review the appeal and notify the parent/guardian of their decision within thirty (30) calendar days of receiving the appeal. The Superintendent or their 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.

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THE EVALUATION PROCESS

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:

- parent/legal guardian or a representative designated by the parent/guardian
- a gifted education coordinator or gifted education specialist, or, if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration.
- the principal or assistant principal of the school to which the child may be admitted
- 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 and Workforce. A meeting will be conducted with the parent/guardian following the evaluation to inform them 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 their designee shall review the appeal and notify the parent/guardian of the decision within thirty (30) calendar days of receiving the appeal. The Superintendent or their 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:

- placement of the child in the accelerated setting;
- strategies to support successful early entrance; and
- 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, up to 90 school days, 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.

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.

SERVICE CRITERIA

Academic Offerings for Gifted and/or Advanced Learners Selection Criteria

COURSE / PROGRAM IN 2025-26	STUDENT SELECTION CRITERIA
Gifted Cluster Grouping in Math and Reading Grades 2 - 8	Data points used to inform decision-making throughout the school year include: • MAP Growth assessments in Math and/or Reading • Gifted Math ID and/or Reading ID and/or Gifted ID in Superior Cognitive Ability
Enriched Math Grade 7	Data points used to inform decision-making throughout the school year include: • Math score 90%ile or above on approved ODEW assessment • Gifted Math ID and/or Gifted ID in Superior Cognitive Ability • Superior Cognitive Score 115 or above on approved ODEW assessment
Enriched Science Grade 8	Data points used to inform decision-making throughout the school year include: • Gifted ID in Superior Cognitive Ability • Criteria data: includes state testing scores, course grades, teacher recommendations and class observation
Algebra Grade 8	Data points used to inform decision-making throughout the school year include: • Math score 90%ile or above on approved ODEW assessment • Gifted Math ID and/or Gifted ID in Superior Cognitive Ability • Superior Cognitive Score 115 or above on approved ODEW assessment • Successful completion of Enriched Math Grade 7 class
Honors Courses Grades 9 - 12	Data points used to inform decision-making throughout the school year include: • Gifted ID in content area and/or Gifted ID in Superior Cognitive Ability • Criteria data: includes state testing scores, course grades, teacher recommendations and class observation • Successful completion of previous year Enriched or Honors course requirements
CCP Courses Grades 7-12	Students meet CCP requirements to enroll in courses