



Northwest Local School District

Educating Tomorrow's Leaders Today

DISTRICT HANDBOOK FOR GIFTED
IDENTIFICATION AND SERVICE
2025-2026

Gifted Definition

Gifted students, as defined in the Ohio Revised Code (3324.01), are those who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. These students possess superior cognitive abilities, superior academic abilities, and/or superior ability in the visual and performing arts.

OHIO LAW REGARDING GIFTED

Ohio law mandates that school districts provide opportunities to assess children for gifted identification. Using state approved assessment instruments; districts are required to provide testing opportunities to determine possible identification in the following areas:

SUPERIOR COGNITIVE ABILITY	SPECIFIC ACADEMIC ABILITY	VISUAL OR PERFORMING ARTS ABILITY
Score two standard deviations above the mean minus the standard error of measurement on an intelligence test.	Perform at or above the 95 th percentile at the national level on a standardized achievement test of specific academic ability in that field. <i>A child may be identified as gifted in more than one specific academic ability field.</i>	Demonstrate to a trained individual through a display of work or portfolio, an audition, or other performance or exhibition, superior ability in a visual or performing arts area and attain a sufficient score, as established by the Department, on a checklist of behaviors related to a specific arts area.

Northwest Local Schools only selects instruments approved by the Ohio Department of Education and Workforce (ODEW) for the screening, assessment and identification of children who are gifted. The district ensures selection of instruments that will allow for the appropriate identification of minority and disadvantaged students, students with disabilities, and students for whom English is a second language. Additionally, Northwest Local Schools assures that the district administers, scores, and reports testing for gifted identification in accordance with the test publisher's instructions and the Ohio Department of Education and Workforce (ODEW) guidelines.

Gifted Identification

Ohio law mandates that school districts develop a plan to identify students who meet the state requirement for gifted identification in grades K through 12. Once identified as gifted, the student is included on a district report to the state of Ohio and the family is notified of the gifted identification. Also, once a student is identified, they remain identified as gifted throughout their education.

DISTRICT IDENTIFICATION PLAN

Northwest Local School District provides all students an equal opportunity to be screened for potential giftedness. The district employs the following procedures:

- Whole grade assessments for cognitive ability using the CogAT assessment are administered in the 2nd grade and in the 5th grade.
- Whole grade assessments for specific academic ability in the areas of reading and math are administered a minimum of two times per year in grades 2-8 using the MAP Growth assessment.
- The district only selects instruments approved by the Ohio Department of Education and Workforce (ODEW) for the screening, assessment and identification of children who are gifted.
- The district ensures selection of instruments that will allow for the appropriate identification of minority and disadvantaged students, students with disabilities, and students for whom English is a second language.
- The district adheres to accommodations identified in a student Individualized Education Plan, 504 Plan or Language Development Plan in accordance with the test publisher's instructions and the Ohio Department of Education and Workforce guidelines.
- Upon request, the district reviews the cumulative records of all newly enrolled students transferring into the district. Those students meeting the criteria for gifted identification and/or service are notified. Additionally, a parent/guardian of a transfer student or the student's teacher may request screening and the student will be assessed within 90 days of referral.
- The district accepts scores on assessment instruments approved by ODE from other school districts and trained personnel outside the school district.
- The district provides parents/guardians with notification of any assessment results within 30 days of receiving results.
- The district provides an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment, the placement of a student in any program, or the receipt of services. The appeal must be in writing to the Director of Curriculum.

Referrals

- The district provides additional cognitive (only) testing opportunities during the school year upon request. A second opportunity for academic identification in reading and math is not offered because multiple opportunities are provided annually for all students as part of the gifted screening plan. The online Gifted Testing Referral Form is located [here](#).
- A student may be referred for gifted identification assessment by a parent/guardian, sibling, teacher, counselor, psychologist, administrator, peer, or self. A student's initial assessment shall be completed within 90 days of referral.

GIFTED ASSESSMENT

Whole grade assessments are administered to all students at 2nd and 5th grade. Small group testing opportunities (called Second Opportunity Testing for superior cognitive ID only) are offered two times throughout the year by request. Testing is provided during the school day. These opportunities are for students who already have a non-qualifying score on file in a given area. The online Gifted Testing Referral Form can be found [here](#).

Northwest Local School District will accept outside testing scores if administered by an appropriately licensed professional and the assessment tool is on the Ohio Department of Education and Workforce's list of Approved Gifted Identification/Screening Instruments.

If a child does not qualify for gifted identification or service after two attempts, and parents would like a third opportunity, they may do so by scheduling a test with a licensed private psychologist at their own expense and have the results sent to the Department of Gifted Services for review.

- ★ A change of placement will not occur as a result of second opportunity testing administered during the current academic year.
- ★ All testing completed during the current academic year is for service the following year.
- ★ Students new to Northwest should contact the building principal regarding testing.

REFERRING YOUR CHILD FOR GIFTED SCREENING & ASSESSMENT

A Parent/Guardian has the right to request that their child be screened for possible gifted identification. This request is a referral. A child may be referred for gifted identification assessment by a parent/guardian, sibling, teacher, counselor/psychologist, administrator, peer, or self.

To request an assessment please fill out the online Gifted Testing Referral Form found [here](#). Gifted Services will contact the family once an assessment window has been scheduled for the student.

STUDENTS NEW TO THE DISTRICT

Upon request, the district reviews the cumulative records of newly enrolled students. Those students meeting the criteria for gifted identification and/or service are notified. Additionally, a parent/guardian of a transfer student may request testing. The student will be assessed within 90 days of the referral.

The department's first step is to contact the previous school to obtain test records so that we may determine if qualifying scores already exist. Unfortunately, there is no consistent pattern as to how long this takes; and, in some cases, it can take two months. Parents/Guardians can help speed up the process by either providing copies of test records or having test records sent directly to the Gifted Services Department.

Upon receipt and review of the records, parents will be informed if a child qualifies or if further testing is necessary.

Students who enter the district during the school year are also eligible for testing for possible gifted identification. If students enter the district with current, qualifying scores on any state-approved test, the student will be provided gifted services for that grade level at the earliest possible time.

If the student arrives in the district without qualifying scores, a parent/guardian may request that tests be administered to the student, and the district will schedule testing during one of the two established gifted testing windows.

Gifted Service

In accordance with state law, the criteria for participation in Northwest Local Schools Gifted Services are established by the district. Some gifted students' needs are addressed in the regular classroom, and some gifted students may qualify for participation in additional programs. Class options vary from year to year and are dependent upon the number of students identified, the areas of identification, and staffing. Service offerings will be consistent and equitable within the district, and students who meet the service criteria will have equal access to services.

WRITTEN EDUCATION PLANS

In order to report a student as served to the department of education, a student must have a Written Education Plan in place. Written Education Plans (WEPs) are documents outlining services for identified students. The district will provide opportunities to parents or guardians to provide input on the student's WEP. Parent/guardian input can be provided through a conference, email or response prior to signing the WEP in SameGoal. A copy of the student's WEP is emailed to families through SameGoal. The WEP describes the service(s) that a child receives, the staff member responsible for the service(s) and the goal to be met. Evaluation of the student's progress is an on-going process, and will be monitored two times per year, at the end of each semester.

A GUIDE TO NORTHWEST LOCAL SCHOOL GIFTED PROGRAMS

Gifted Criteria and Class Placement

Second Grade: Second grade students who are identified as gifted in reading, math or superior cognitive ability will be placed in a resource room taught by a Gifted Intervention Specialists. These students participate in a critical thinking program that focuses on the development of logic, as well as creative and spatial thinking skills.

Third through Fifth Grade: Gifted services are offered through the Elementary ACCESS (Academic Center of Creative Enrichment for Student Success) program. This program is designed for gifted learners who are identified with Specific Academic Ability in the area of Reading/Writing and/or Superior Cognitive Ability. In the ACCESS program, students receive enrichment through a variety of language arts activities, including: book studies, extended writing and research, access to higher level vocabulary and project based learning.

Gifted services in math are provided through a cluster grouping model in the regular education classroom. In addition, the Gifted Intervention Specialist works within the math classroom to provide differentiated activities and enrichment. Students are placed in the cluster group if they have a gifted identification with Specific Academic Ability in the area of Math and/or Superior Cognitive Ability.

Sixth through Eighth Grade: Gifted services in reading are provided through the Honors English Language Arts courses to students who are identified as gifted in Reading/Writing and/or Superior Cognitive Ability, in grades 6, 7, and 8. Students in Honors English Language Arts have increased expectations for reading and

writing. Students have the opportunity to read a variety of texts, some of which are above grade level, and are expected to participate in literature circles. Students receive explicit instruction in advanced word study and are expected to engage in research, including the use of formal citation. The hallmark experiences that are part of the Honors course give gifted students the opportunity to analyze complex text at a deeper level and to make connections.

Gifted services in math are provided through the Honors Math courses to students who are identified as gifted in Math and/or Superior Cognitive Ability in grades 6, 7, and 8. Honors Math courses (grades 6 and 7) and high school algebra (grade 8) allow students to have exposure to an accelerated math curriculum with like-ability peers, as well as on-going daily enrichment in math.

Ninth Grade and beyond: Honors, AP (Advanced Placement) and CCP (College Credit Plus) courses are available to gifted students in grades 9-12. In some instances, eighth grade students are eligible to take multiple courses for high school credit.

Creative Thinking: Students who are identified as gifted in the area of Creative Thinking can generally be served through any of our programs through the individualized goals outlined in their Written Education Plan (WEP).

Acceleration

“Acceleration” is placement in an advanced level class or grade without taking all consecutive courses, or skipping a grade. Parents of gifted students may consider acceleration for a variety of reasons. The district accelerates students when appropriate after careful evaluation of the student’s level of performance and readiness, using the IOWA Acceleration Scale (IAS)

There are four forms of acceleration: early entrance to kindergarten or first grade, whole-grade acceleration, acceleration in individual subject areas (referred to as a single-subject acceleration), and early high school graduation. Parents considering acceleration should contact the child’s principal for information about referring the child for evaluation. The Northwest Local School District’s policies related to Acceleration can be found in Board of Education Policy 5408.

EARLY ENTRANCE TO KINDERGARTEN OR FIRST GRADE

In the Northwest Local School District a child must be five years old by September 30th to be eligible for regular entrance into kindergarten or six years old to be eligible for regular entrance into first grade. Entrance requirements can be found in [Board of Education Policy 5408](#). Parents who see evidence that their student is advanced in ability and achievement can consider Early Entrance to Kindergarten or First Grade. The process involves ability and above-level testing and team consideration of social/emotional factors that will affect the child in the classroom. The District utilizes the IOWA Acceleration Scale (IAS) to guide decisions related to early entrance, which is considered a form of acceleration. **Parents can begin submitting requests for Early Entrance on March 1st. Our deadline for Early Entrance applications is the last day of the school year in May.** For more information related to Early Entrance, please click [here](#).

SUBJECT ACCELERATION

In a few instances, a student’s ability in a particular subject area may be so advanced that their needs are best met by an above grade-level curriculum. Subject acceleration is considered by a whole team that includes the parent, building staff, administrators, and a representative from the Gifted Department.

Multiple data points are considered when determining subject-acceleration for a child. This process begins through a discussion with the classroom /subject area teacher and the building principal.

WHOLE GRADE ACCELERATION

In even fewer instances, a student's ability and achievement across the entire curriculum may be so advanced that their educational needs may be best met at a higher-grade level. The decision to meet a student's needs through whole grade acceleration is made very carefully and takes into account both academics and the social and emotional needs of the student. Whole grade acceleration is considered by a team that includes the parent, building staff, administrators, and a representative from the Gifted Department. Multiple data points are considered and, as required by the Ohio Department of Education and Workforce (ODEW), are processed through the Iowa Acceleration Scale (IAS). This process begins through a discussion with the classroom and subject area teacher, along with the building principal.

EARLY GRADUATION

Some students take advantage of the option to graduate in less than four years. This is processed through the counseling department at the high school and requires the student to meet the credit requirements of graduation as determined by Ohio Department of Education and Workforce (ODEW) guidelines and Northwest Local School District guidelines.

APPEAL PROCESS

A parent/guardian may request further consideration of a student acceleration decision by submitting a written appeal request.

For enrolled students, the written request for appeal should be sent to the Director of Curriculum. The appeal will be reviewed with the acceleration committee, including the parent/guardian within 30 days.

For early entrance to kindergarten or first grade appeals, [Northwest Board Policy 5112](#) outlines the appeal to be sent to the superintendent. The appeal will be reviewed within 30 days and the decision will be final.

Steps in the appeal process:

- The Gifted Coordinator will confer by phone or in person with the parent. If the dispute cannot be resolved at this level, the parent/guardian will submit a request for appeal in writing to the Director of Curriculum.
- If a resolution is not reached, the parent/guardian will submit a request for appeal 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.

Withdrawal from Gifted Services

If, at any time, a parent or student wishes to withdraw from gifted programs or services, a Change of Service Options Form must be completed. The [form](#) can be found on the district website and should be submitted to the building administrator. Re-entry to the program may occur in the next school year upon written request (ORC-3234.03).

Prior to submission of a Change of Service Options form, a team meeting should be held at the building level and include, but is not limited to, the parent(s), a representative of the building staff and administration, the Gifted Department, and the student (as appropriate).

Associated Board of Education Policy

5112 - ENTRANCE REQUIREMENTS

The Board of Education establishes the following entrance age requirements for students, which are consistent with statute and sound educational practice, and directs that all eligible students be treated in an equitable manner.

Preschool

A child is eligible for entrance into preschool if s/he attains the age of three (3) on or before September 30th of the year in which s/he applies for entrance and has not yet attained the age at which s/he will be admitted to kindergarten.

Kindergarten

A child is eligible for entrance into kindergarten if s/he attains the age of five (5) on or before September 30th of the year in which s/he applies 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.

First Grade

A child is eligible for entrance into first grade if s/he attains the age of six (6) on or before September 30th of the year in which s/he applies for entrance. Any student who has successfully completed kindergarten in accordance with R.C. 3321.01(B) shall be admitted to first grade. The Board may admit to first grade a younger child if the child satisfies the Board's early entrance criteria.

Required Documents

The Superintendent shall require that each child who registers for entrance to school provide:

- A. his/her birth certificate or similar documentation authorized by law as proof of age and birthdate;

Acceptable forms of documentation include: foreign birth certificate; religious, hospital, or physician's certificate showing date of birth; entry in a family bible; baptismal record; adoption record; affidavit from a parent; previously verified school records; or other documents permitted by law.

- B. a certified copy of any custody order or decree together with any modification in such an order or decree.

If such documents are not provided, the child may be admitted under the Superintendent's guidelines. Appropriate law enforcement authorities shall be notified in the event that required documents are not provided in accordance with the provisions of R.C. 3313.672. However, a child who is placed in a foster home or residential facility (i.e., a group home for children, children's crisis care facility, children's residential center, residential parenting facility that provides twenty-four (24) hour child care, county children's home, or district children's home) will not be denied admission solely because the child does not present a birth certificate, comparable certification, or other comparable document upon registration. Such protected child will be admitted under temporary enrollment for a period of up to ninety (90) days to present the required documentation. The protected child and/or the child's parent, guardian, or custodian will be so informed at the time of the child's initial admission.

Each child entering the District's kindergarten or first grade program for the first time must be properly screened for any medical or health problems as well as those related to hearing, vision, speech and communications. The cost for such screening shall be paid by the District.

Any parent may provide the District with a written statement indicating that s/he does not wish to have his/her child screened.

Early Entrance Criteria

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.

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.

5408 - ACADEMIC ACCELERATION, EARLY ENTRANCE TO KINDERGARTEN, AND EARLY HIGH SCHOOL GRADUATION

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

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 will 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.

This policy describes the process that shall be 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.

Referrals and Evaluation

- A. Any student residing in the District may be referred by a teacher, administrator, gifted education specialists, guidance counselor, school psychologists, or a parent or legal guardian of the student to the principal of his/her school for evaluation for possible accelerated placement. A student may refer himself/herself or a peer through a staff member who has knowledge of the referred child's abilities.

- B. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to staff and parents at each school building. The principal of each school building (or his/her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff s/he supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- C. The principal (or his/her designee) of the referred students' school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
- D. Children who are referred for evaluation for possible accelerated placement sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty (60) or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee - if the committee determines the child should be accelerated. Pursuant to R.C. 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the District, a preschool educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
- E. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within forty-five (45) days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- F. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within thirty (30) days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his/her final decision within thirty (30) days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity, if s/he is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

Composition

- A. The referred student's principal (or his/her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
 - 1. a principal or assistant principal from the child's current school
 - 2. a current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten)
 - 3. a teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school)

4. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student
5. a gifted education coordinator or gifted intervention specialist

If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

B. The acceleration evaluation committee shall be charged with the following responsibilities:

1. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 - a. Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - b. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - c. Students referred for possible 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 committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
2. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
3. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration 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 placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
4. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the

provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the State, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

5. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

Accelerated Placement

- A. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
 1. At any time during the transition period, a parent or legal 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 without repercussions from the accelerated placement.
 2. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within thirty (30) days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- B. At the end of the transition period, the accelerated placement shall become permanent. The student's records 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.