JOHNSTOWN-MONROE
SCHOOL DISTRICT

Gifted Handbook

Johnstown-Monroe Local School District, Gifted Services
Dr. Lou Kramer, Superintendent
85 West Douglass Street
Johnstown, Ohio 43031
Phone: 740.967.6846

I. Gifted Defined

Gifted students in Ohio are defined in the Ohio Revised Code (ORC) Section 3324.01 as "those who perform or show potential for performing at remarkably high levels of accomplishment when compared to other of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of ORC Section 3324.03."

II. District Philosophy for Gifted Education

We believe all children should be provided a variety of educational opportunities designed to foster maximum development and personal actualization. Gifted and Talented students, by virtue of their outstanding abilities and being capable of high performance, require differentiated educational services beyond those normally provided by the regular school program. We support the development and implementation of services, which will assist gifted and talented students to reach their full cognitive, creative, and academic potential. Services for the Gifted and Talented students should be an integral part of the total educational program and not an optional provision. Gifted and Talented students need to be provided various opportunities for interaction with their intellectual peers.

III. School Board Gifted Policy

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these children require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

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.

Identification

The District follows the identification eligibility criteria as specified in State law.

1. The District identifies children of the District, in grades kindergarten through twelve, as gifted children who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment, as identified under State law. Accordingly, a child can be identified as exhibiting:

   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: dance, drama, music, and visual arts.

2. The District uses only those instruments approved by the Ohio Department of Education and Workforce for screening, assessment, and identification of children who are gifted.

District Plan for Identifying Gifted Students

The District adopts and submits to the Ohio Department of Education and Workforce (ODEW) a plan for the screening, assessment and identification of children who are gifted. Any revisions to the District plan will be submitted to ODEW for approval. The identification plan shall include the following:

1. 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;
2. 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;
3. 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;

4. the process of notifying parents regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted;
5. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services;
6. procedures for the assessment of children who transfer into the District;
7. at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children and
8. an explanation that the District accepts scores on assessment instruments approved for use by ODEW that are provided by other school districts and trained personnel outside of the District.

The District's plan may provide for contracting with any qualified public or private service provider for screening or assessment services under the plan. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis, and eliciting input from parents and staff.

District Plan for Services

The District adopts and submits to ODEW a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all children identified as gifted to receive any or all services offered by the District;
2. The District implements a procedure for withdrawal of children from District gifted programs or services and for reassessment of children;
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions;
4. Any District gifted education services are delivered in accordance with State law.
5. The District informs parents of the contents of this policy as required by State law.

The District provides gifted services based on the student's area(s) of identification and individual needs and is guided by a written education plan (WEP). The WEP, which is provided to parents of gifted students and educators responsible for providing gifted education services, includes a description of the services to be provided, including goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified, and methods and schedule for reporting progress to students. The WEP also specifies staff members responsible for providing specific services are delivered, policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general classroom and a date by which the WEP will be reviewed for possible revision.

Gifted Education Service Providers

Gifted education instruction is provided in various different service setting options by teachers either with a gifted endorsement or with additional gifted professional development and ongoing assistance from an educator with gifted licensure in accordance with the 2025 Ohio Operating Standards for Identifying and Serving Students Who Are Gifted (OAC). Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. Gifted services include instruction that is differentiated from the standard curriculum for the course in depth, breadth, complexity, pace and/or where content is above-grade level. Where gifted services are provided in a regular classroom, the teacher is either licensed in gifted education or has received gifted professional development and receives ongoing assistance from a gifted education intervention specialist or a coordinator of gifted education.

Annual Report and Accountability

1. The District submits, as required, a gifted annual report to the ODEW.
2. The District submits, as required, a gifted education data audit to ODEW.

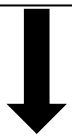
The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the OAC rules regarding gifted education.

IV. Identification Process

Johnstown-Monroe Local School District uses a four-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the area of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

STAGE I: Pre-Assessment

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, group test scores, portfolios, 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 and further assessment by all District students, including culturally diverse, those from low socioeconomic backgrounds, those with disabilities and those for whom English is a second language.



STAGE II: Screening

The screening stage examines the data gathered from the pre-assessment stage and adds the use of additional ongoing assessments within the classroom as a screener in reading and math. In addition, the district looks at nationally norm referenced test scores from the CogAT and MAP Growth.

Assessment and reassessment is an ongoing process in the Johnstown-Monroe Local School District. Whole-grade screening for superior cognitive and creative thinking identification is administered in 2nd grade and 5th grade using the CogAT. Whole-grade screening for specific academic identification using MAP growth (math and reading) will be completed in 2nd through 10th grades. All referrals received from the pre-assessment stage for potential identification in visual/performing arts are automatically considered using the appropriate instruments/exhibits. Parents must be notified within 30 days of receipt of the results of the screening.

STAGE III: Assessment

Assessment is administered by a licensed or certified gifted coordinator or school psychologist. Johnstown-Monroe Local Schools may contract with a qualified public or private service provider to administer the assessment services. Once the assessment has been completed, the data obtained through all stages of identification and evaluation are analyzed, and the identification decision is made.

Johnstown-Monroe Local Schools accepts scores on assessment instruments approved by the Ohio Department of Education and Workforce (ODEW), including those given by other school districts or by appropriately trained personnel outside of the District.

STAGE IV: Identification, Additional Assessments, or Does Not Qualify

Identification: Students who meet the state criteria for giftedness (ORC 3324.03) are identified at the end of the entire screening and assessment process. The student's educational needs and services are determined at that point.

Additional Assessments: When the results fall below the state criteria for identification, but at or above the District screening score, additional assessments may be given to the student.

Does Not Qualify: The student is not identified if s/he fails to meet the state criteria for identification. Parents are notified within 30 days of receipt of any assessment results.

V. Special Populations

The Johnstown-Monroe Local School District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English Language Learners (ELL) students, economically disadvantaged students, homeless students, disabled students, students with physical or sensory disabilities and any other student who may have 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. Only 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 from ODEW.

VI. Retesting

The Johnstown-Monroe 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. All parents, at any time, may have an outside trained examiner test a child using instruments approved by ODEW, at the parents' expense.

Children who have requested assessment or who have been recommended for assessment by teachers, parents, or other children are provided at least two opportunities a year for assessment. Once a student has been identified, that identification is permanent. (Once identified, always identified) An identified student will only be re-tested using an individual assessment in order to determine eligibility for services. Per parent request, a student who has been individually tested who meets the re-assessment criteria will be re-assessed.

To discuss retesting, please contact the Office of Gifted Education at the Licking Regional ESC (740-349-6084), the building principal or the Student Services Director.

VII. Appeal Procedure

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 submit a letter to the Gifted Services Coordinator outlining the nature of their concern. The Gifted Services Coordinator will convene a meeting with the parents, which may include other school personnel. A written final decision will be issued within 30 days of the appeal and include the reasons for that decision. Letters can be mailed to:

Licking Regional ESC – Gifted Dept
Office of Gifted Education
Attn: Holly Hartman
145 North Quentin Road
Newark, OH 43055
Phone: 740-349-6084
Fax: 740-349-6107

Johnstown-Monroe Schools Gifted Services
Attn: Grace Waggoner
85 W Douglas Street
Johnstown, OH 43031
Phone: 740. 740.967.6846 ext. 5304

VIII. 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 building principal or Gifted Services Coordinator. The Gifted Services Coordinator shall send the parent and/or guardian a referral form as well as permission to test paperwork. Parents and/or guardians of transfer students who are assessed will receive results within 30 days of receipt of assessment results.

If a student was previously identified in Ohio or another state, parents and/or guardians need to contact the building principal where they are enrolling. 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 (WEPs) and other pertinent records upon enrollment. The Johnstown-Monroe Local School District accepts outside testing data that follows ORC 3324.01-.07. Parents and/or guardians who have any questions about the transfer of a student to the Johnstown-Monroe Local School District should call the Gifted Services Coordinator at 740-349-6084.

IX. Assessment Instruments Used by Johnstown-Monroe Local School District for Gifted Identification

The Johnstown-Monroe Local School District only uses assessment instruments (tests) for screening and identification approved by ODEW. 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 students for whom English is a second language.

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

SUPERIOR COGNITIVE ABILITY

Within the preceding 24 months, the child has:

- scored 2 standard deviations above the mean (minus the standard error of measurement), on either an approved individual standardized intelligence test administered by a licensed psychologist or on an approved standardized group intelligence test,
- performed at or above the 95th percentile on the composite battery of an approved, nationally normed achievement test or,

- attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

Instruments used in determining Superior Cognitive Ability:

Instrument Name	Grade Administered	Screening Score	Identification Score
Cognitive Abilities Test, Forms 7, 8	K-12	125	127 (Grade K) 128 (Grades 1-2) 127 (Grade 3) 128 (Grades 4-6) 127 (Grades 7–12)
Naglieri Nonverbal Abilities Test – 3rd Edition (NNAT 3)	K - 12	123	126 (Grades K-4) 125 (Grades 5-7) 126 (Grades 8-10) 127 (Grades 11-12)

SPECIFIC ACADEMIC ABILITY

Kindergarten through twelfth grade (K-12):

The Johnstown-Monroe Local School District seeks to identify students who have specific academic ability in math, reading, science, and/or social studies. The Gifted Services staff may serve students and may also serve as a resource for general education teachers for the purpose of helping meet the needs of children with specific academic identification. A child who has an aptitude in a specific subject area that is consistently superior can profit from differentiated instruction and may need subject acceleration.

Within the preceding 24 months, the child has:

- performed at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field (reading, mathematics, science, or social studies). A student may be identified as gifted in more than one specific academic ability field.

Instruments used in determining Specific Academic Ability:

Instrument Name	Grade Administered	Screening Score	Identification Score
MAP Growth	2-10	94th Percentile	95th Percentile
Iowa Assessments	K - 12	94th Percentile	95th Percentile
The ACT	11-12	94th Percentile	95th Percentile

CREATIVE THINKING ABILITY

Kindergarten through twelve grades (K-12):

The Johnstown-Monroe Local School District seeks to identify students in both creative thinking ability and visual/performing arts. We offer creative thinking gifted services in 6th grade. Gifted services specialists try to assist parents and students who have been identified with educational options or information about special programs specific to a child's identification area.

A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the child 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.
    - Note: The behavior checklist for creativity should be completed by someone who is well acquainted with the student being evaluated.

Instrument Name	Grade Administered
Naglieri Nonverbal Abilities Test – 3nd Edition (NNAT 3)	2, 5
Cognitive Abilities Test, Forms 7, 8 (CogAT)	2, 5
GATES-2	2, 5
The Gifted Rating Scales 2nd Edition (GRS-2)	2, 5

VISUAL OR PERFORMING ARTS ABILITY

A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following:

- 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
- 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 (instrumental or vocal), dance and drama.

Instrument Name	Grade Administered
The Gifted Rating Scales 2nd Edition (GRS-2)	K - 12
Gifted and Talented Evaluation Scales, 2nd Edition (GATES-2)	9 - 12
ODEW Ohio Checklist of Artistic Behavior- Dance	9 – 12 and ages 14 and older

X. Service Plan

The 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 children. The criteria used may not discriminate on the basis of race, gender, ethnicity, disability status, first language or socio-economic status. Placement for District services shall match the service criteria used in determining eligibility. The Johnstown-Monroe 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 Johnstown-Monroe 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. Currently, the state provides school districts with partial funding for identifying gifted students and employing or contracting gifted education staff. The Johnstown-Monroe Local School District strives to offer a continuum of services to serve the diverse needs of gifted students within the available resources.

A CONTINUUM OF SETTINGS AND SERVICES

Grade	Services That May Be Provided
K – 1	• Early entrance to kindergarten/1st grade if appropriate (Written Acceleration Plans for those who qualify) • Targeted instruction in the general education setting
2 – 5	• Cluster grouping in subject specific classrooms for students with highest cognitive and/or achievement needs • Targeted instruction in the general education setting • Math acceleration (Written Acceleration Plans for those who qualify)
6 – 8	• Honors/Advanced courses offered and high school credit courses available • Cluster grouping per student needs based on available data • Targeted instruction in the general education setting
9 – 12	• Honors/Advanced courses • College Credit Plus (CCP) and other dual enrollment opportunities • Mentorship opportunities and other educational options • Cluster grouping per student needs based on available data • Targeted instruction in the general education setting

CLUSTER GROUPING WITHIN CLASSROOM(S):

Gifted identified students are purposefully clustered together using their areas of identification into classes where the classroom teacher is receiving ongoing support, specialized training, and professional development in gifted education and will purposefully differentiate and modify the curriculum to help meet each student's needs. These students are considered served in their area of identification and will have a Written Education Plan.

HONORS and ADVANCED COURSES:

Students with gifted identification in superior cognitive ability and/or gifted identification in the subject area corresponding with the course content are considered served in their area of identification and will have a Written Education Plan.

COLLEGE CREDIT PLUS (CCP) COURSES:

Students with gifted identification in superior cognitive ability and/or gifted identification in the subject area corresponding with the course content are considered served in their area of identification and will have a Written Education Plan.

MENTORSHIP OPPORTUNITIES AND OTHER EDUCATIONAL OPTIONS:

Students with gifted identification in superior cognitive ability and/or gifted identification in the subject area corresponding with the mentorship experience or other educational option are considered served in their area of identification and may have a Written Education Plan.

XI. Written Education Plan (WEP)

A gifted service is a service that conforms to the Operating Standards. Students who are served must have Written Education Plans (WEP). They are also reported to the Educational Management Information System (EMIS) as receiving gifted services. The WEP documents adjustments made to the curriculum in a student's area(s) of identification. Ohio's Academic Content Standards (and Ohio Core) recognize that students develop at different rates and clearly state that if they can exceed grade level indicators, they must be afforded the opportunity to do so. This gives teachers the flexibility to modify or differentiate instruction for students:

- 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.

WEP progress is shared with parents periodically during the school year, typically at conferences. 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.

Homework Waiver Procedures:

In the event a student is out of the regular classroom for an enrichment opportunity, the student shall only be responsible for major concepts and tests missed in the classroom. The Gifted Intervention Specialist shall work cooperatively regarding communication about assignments and/or tests to ensure student success in both the classroom and participation in enrichment services.

PARTICIPATION/ADJUSTING OR WITHDRAWING FROM SERVICES

Although a child is identified as gifted, the decision to participate in any gifted service option always remains with the parent and/or guardian. Once a child has been identified, notification for services is sent to the parent and/or guardian. If a parent and/or guardian wishes to decline services for their child(ren), s/he should contact the Gifted Services Coordinator at 740-349-6084. If at any time a parent wishes to withdraw his or her child(ren) from gifted services, the request should be made in writing to the Gifted Services Coordinator at:

Licking Regional ESC
Attn: Holly Hartman
Office of Gifted Education
145 N. Quentin Road
Newark, OH 43055
Fax: 740.349.6107

Johnstown-Monroe Schools Gifted Services
Attn: Grace Waggoner
85 W Douglas Street
Johnstown, OH 43031
Phone: 740.967.6846 ext. 5304

XII. Johnstown-Monroe Local Schools Board Acceleration Policies

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge by removing the barriers to accessing appropriately challenging curriculum and to reduce the time necessary for students to complete traditional schooling.

The District uses acceleration strategies in four academic areas.

1. Whole-grade acceleration: The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.

2. Individual subject acceleration: The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.

3. Early admission to kindergarten: The practice of admitting a student to kindergarten who has not reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.

4. Early high school graduation: The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to postsecondary educational opportunities.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred and having parental permission are tested using a variety of assessments. The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.

The committee issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten, offered whole-grade acceleration, or offered subject acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

The Board directs the administration to follow the guidelines established by the Ohio Department of Education and Workforce's model acceleration policy.

All acceleration requests for the beginning of the school year are due August 1.

XIII. Acceleration Service Plan

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 a referral requesting an acceleration conference is completed by District personnel. Parents may also call the building principal to discuss acceleration issues.

Whole-grade and subject acceleration is thoughtfully considered by the acceleration team on a case-by-case basis. ***The Iowa Acceleration Scale, 3rd edition*** is used as a tool to guide acceleration teams on appropriate placement for whole grade acceleration. A modified subject acceleration tool is used to guide subject accelerations.

The need for whole-grade acceleration is rare. The Johnstown-Monroe Local School District typically may not have any whole-grade accelerations in a given academic year, which includes early entrance to Kindergarten.

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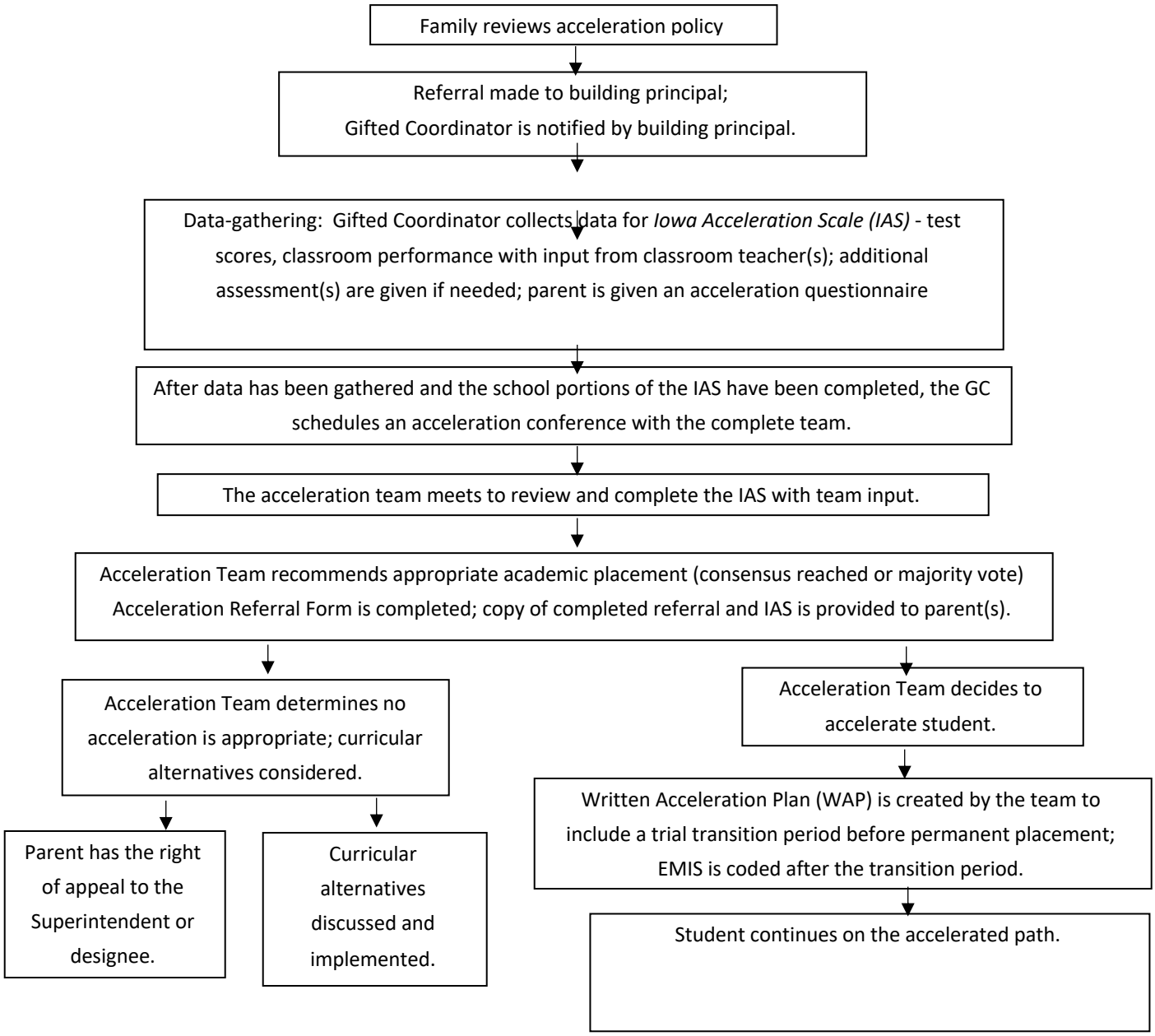
WHO MIGHT NEED ACCELERATION?

- A child with high cognitive ability. The higher the IQ, the greater the need to adjust the curriculum. For example, a student who has an IQ of 145 may need an enriched curriculum, intensive curriculum modifications or even whole-grade acceleration.
- A child in any grade who already has mastered the curriculum.
- A student strong in math (or another subject) who typically finishes work quickly and consistently performs at the top of his/her class.
- A student who always finishes work early and the teacher can no longer modify the curriculum without simply using concepts from the next grade level.
- A student strong in reading who typically reads books well above grade level and who quickly reads class material. The student finishes class reading well before other students and possesses strong comprehension skills.

Acceleration Process

(Whole-Grade Acceleration)

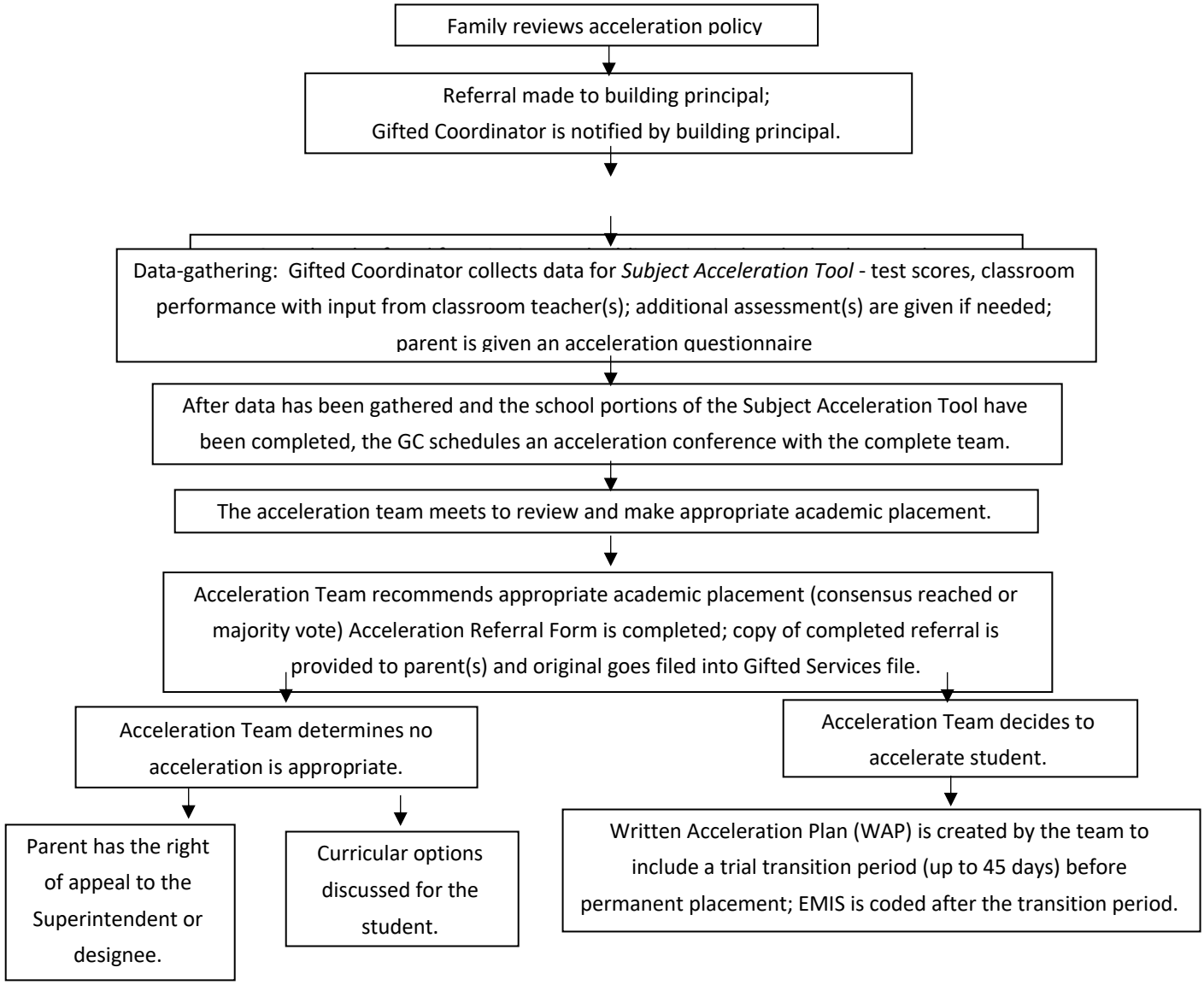


Revised 8/11/26

All acceleration requests for the beginning of the school year are due August 1.

Acceleration Process

(Subject Acceleration)



Revised 8/11/26

EARLY ENTRANCE TO KINDERGARTEN POLICY

State law establishes minimum age requirements for admission to kindergarten. A child who does not meet the age requirements for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child. Following an evaluation in accordance with such a referral, the Board decides whether to admit the child.

If a child, for whom admission to kindergarten or first grade is requested, will not be five or six years of age, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy upon referral by the child's pediatrician or psychologist who knows the child. Following an evaluation in accordance with such a referral, the Board decides whether to admit the child in accordance with the District's acceleration policy adopted under State law.

EARLY ENTRANCE

The practice of admitting a student to kindergarten or first grade who has not yet reached the typical age at which students are admitted to kindergarten or first grade for the purpose of providing access to appropriately challenging learning opportunities is referred to as Early Entrance.

A parent may request early entrance to kindergarten if the child turns five years of age after the District's kindergarten entrance date, August 1 and before January 1. 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 pre-school educator who knows the child, or pediatrician or psychologist who knows the child.

Any parent who is interested in having his or her child considered for Early Entrance should contact the building principal for an application. Early Entrance evaluation is completed in the spring concurrently with kindergarten enrollment.

ODEW has on its web site (http://education.ohio.gov/) a checklist for kindergarten readiness. When looking at whether early entrance is appropriate for a child, the same readiness guidelines should be considered.

Students who are viable candidates for Early Entrance to Kindergarten are expected to be developmentally "on track" with the typical kindergarten student. Should a student meet the identification criteria for Superior Cognitive identification but fail to meet the developmental readiness assessment, the acceleration team will then discuss and reach consensus as to what placement is best for the child.

XIV. Questions or Assistance Needed

Please feel free to contact:

Gifted Coordinator
Holly Hartman
145 North Quentin Road
Newark, OH 43055
Phone: 740.349.6094

Coordinator of Student Services
Attn: Amanda Douglass
85 W Douglas
Johnstown, OH 43031
Phone: 740.967.6846 ext. 4309

Johnstown Elementary School Principal
Roben Wagoner
200 Leafy Dell Drive
Johnstown, OH 43031
Phone: 740.967.5461

Johnstown Intermediate School Principal
Brad Wehrman
85 W Douglas Street
Johnstown, OH 43031
Phone: 740.967.6846

Johnstown Middle School Principal
Nick Hancock
401 South Oregon Street
Johnstown, OH 43031
Phone: 740.967.8766

Johnstown High School Principal
Michael Shipton
445 South Main Street
Johnstown, OH 43031
Phone: 740.967.2721