



**Coshocton City School District**

**K-12 Gifted Education | Operations Handbook**

**2023-2024 School Year**

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## District Philosophy

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The district believes all children should be provided an educational program that is designed to foster maximum development and personal actualization. Subsequently, our goal is to provide educational programs and daily instruction that accommodates the individual needs of students from the time of school entry to graduation.

The Coshocton City School District is committed to offering a continuum of rigorous and flexible services that occur within the regular classroom and/or outside the regular classroom through special classes or acceleration opportunities. Therefore, presenting a curriculum that is challenging, comprehensive, and differentiated by classroom teachers who have received formal training in gifted is essential. This model reflects our view that such services for the gifted and talented in gifted is essential. This model reflects our view that such services for the gifted and talented should be an integral part of the total educational program and not an optional provision.

We believe that the education of the gifted and talented child is a responsibility of an educational team consisting of classroom teachers, the gifted intervention specialist(s), gifted coordinator, parents, and school administration. A diagnostic, planning approach is the process the educational teams use to determine each student's Written Education Plan (WEP) and how it will be executed to accommodate his/her needs.

## Ohio Definition for Giftedness

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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 others of their age, experience, or environment and who are identified as superior cognitive ability; specific academic ability in math, reading, science, and social studies; creative thinking ability; and talent in visual and performing arts, including art, music, drama, and dance. (ORC Sec. 3324.03)

## Screening and Identification

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### Ohio Required Whole Grade Screening

According to the Ohio Operating Standards for Identifying and Serving Students Who are Gifted (effective July 27, 2018), the district must provide at least two whole grade screening opportunities each year as follows:

For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (3) creative thinking ability for all students once prior to the end of grade two.

For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (3) creative thinking ability for all students once after the completion of grade two but prior to the end of grade six.

## Coshocton Process

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Coshocton City School District uses a four-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas 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 STAR, Inview, and Terra Nova. 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 ensures that no potentially gifted student goes unidentified. This process aims to *include*, rather than *exclude*, students in the screening pool for identification. District determined cut-off scores are noted next to each test that is used for screening. The District cut-off score is lower than the state identification score. Parents must be notified within 30 days of receipt of the results of the screening.

Assessment and reassessment are an ongoing process in the Coshocton City School District. Whole-grade screening for superior cognitive and creative thinking identification is done in 2<sup>nd</sup> and 4<sup>th</sup> grades through using the Inview and the Terra Nova in math and reading. Whole-grade screening for specific academic identification in reading will use the STAR test and will be completed in 3<sup>rd</sup> through 12<sup>th</sup> grade. All referrals received from the pre-assessment stage for potential identification in visual/performing arts are automatically considered using the appropriate instruments/exhibits.

### STAGE III: Assessment

Assessment is administered by a licensed or certified gifted education coordinator or school psychologist. Coshocton City School District 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.

Coshocton City School District accepts scores on assessment instruments approved by the Ohio Department of Education (ODE), 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 or completion of the additional testing.

## Special Populations

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The Coshocton City 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 ODE.

## Retesting

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The Coshocton City 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 ODE, at the parents' expense.

Students who have requested assessment or who have been recommended for assessment by teachers, parents, or other students are provided two opportunities a year for assessment. Once a student has been identified, that identification is permanent. Any gifted identification made in conformance with the State of Ohio Gifted Operating Standards, that student shall remain identified regardless of subsequent testing or classroom performance. An identified student will only be re-tested to determine eligibility for services. A student who has been individually tested who meets the re-assessment criteria will be re-tested upon parent request.

## Gifted Testing Protocol:

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1. Standardized test data (STAR, Inview, Terra Nova, etc.) is reviewed to:
  - Determine new gifted identifications
  - Determine students not previously identified who hit a screen score and qualify for additional testing.
2. All additional referrals are collected to add to the retest list.
3. A retesting list is created with appropriate testing materials pulled.
4. All testing is completed within retesting or additional testing windows.
5. Test results per student are scored. Tests with results are filed into each student's gifted file kept by the district/MVESC Director of Gifted Education/Coordinator. Test results letters are filed into each student's permanent record file.
6. Testing results letters are generated by the MVESC Director of Gifted Education - Coordinator:
  - Identified
  - Not Identified but hit screening score
  - Not identified
7. Results letters are distributed:
  - Original mailed home to parent(s)/guardian(s)
  - Copies to:
    - a. Student's permanent school file
    - b. Principal
    - c. GIS
    - d. Student Gifted File

## Appeal Procedure

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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 Director of Curriculum outlining the nature of the concern. The Director of Curriculum will convene a meeting with the parent, 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.

# Transfer Students

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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 one of the following: the building principal, gifted intervention specialist, or the gifted education coordinator. The building principal, gifted intervention specialist, or gifted education coordinator shall send the parent and/or guardian a referral form as well as the authorization to assess 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 (WEP), identification letters, and other pertinent records with the building principal. Coshocton City School District accepts outside testing data that follows ORC 3324.01-.07.

# District Assessments

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The Coshocton City School District only uses assessment instruments (tests) for screening and identification approved by ODE. 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 (SCA)

Coshocton City School District seeks to identify students who have superior cognitive ability. 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 students with superior cognitive ability. A child who has an aptitude in superior cognitive ability can profit from differentiated instruction and may potentially need subject or whole grade acceleration.

A student shall be identified as exhibiting "superior cognitive ability" if the student did either of the following within the preceding 24 months:

- Scored two standard deviations above the mean (minus the standard error of measurement), on an approved individual standardized intelligence test administered by a licensed psychologist or gifted education coordinator;
- Accomplished any one of the following:



- Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
- Performed at or above the 95<sup>th</sup> percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test;
- Attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

Instruments used in determining Superior Cognitive Ability:

Instrument Name	Grade Administered	Screening Score	Identification Score
Cognitive Abilities Test, Forms 7 and 8.	K-12	125-126 (K, 3, 7-12) 126-127 (1-2, 4-6)	127 (grades K, 3, 7-12) 128 (grades 1-2, 4-6)
InView – A Measure of Cognitive Abilities	2-12	126-127	128
Naglieri Nonverbal Abilities Test – 3 <sup>rd</sup> Ed.	K-12	124-125 (K-4 and 8-10) 123-124 (5-7) 125-126 (11-12)	126 (grades K – 4 and 8-10) 125 (grades 5-7) 127 (grades 11-12)
Raven’s 2 Progressive Matrices 2 (Raven’s 2)	K-12 (ages 4-16.11) K-12 (ages 17.0-20.11)	122-123 123-124	124 125
Wechsler Intelligence Scale for Children – 5 <sup>th</sup> Edition (WISC-V) Full Scale IQ	Ages 6-16	126	127
Woodcock Johnson IV (WJIV) Test of Cognitive Abilities	K-12	125	127

## SPECIFIC ACADEMIC ABILITY (SAA)

Kindergarten through twelfth grade (K-12):

Coshocton City 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 gifted 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.

A student shall be identified as exhibiting “specific academic ability” superior to that of children of similar age in a specific academic ability field if within the preceding 24 months the student performs at or above the 95<sup>th</sup> 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
Star Reading	3-12	94 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile

Terra Nova Achievement Tests, 3 <sup>rd</sup> Edition (TN3)	K-12	94 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile
Preliminary SAT 8/9 (PSAT 8/9)	8-9	93 <sup>rd</sup> 94 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	10-11	94 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile
SAT Test	6-12	94 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile
Stanford Achievement Test, 10 <sup>th</sup> Edition (SAT 10)	K-12	93 <sup>rd</sup> 94 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile
The ACT	11-12	93 <sup>rd</sup> 94 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile
The Iowa Assessments, Forms E, F, and G	1-12	93 <sup>rd</sup> 94 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile
Woodcock Johnson, IV, Tests of Achievement	K-12	94 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile

## CREATIVE THINKING ABILITY (CTA)

Kindergarten through twelfth grade (K-12):

Coshocton City School District seeks to identify students in creative thinking ability. Classroom teachers along with Gifted Intervention Specialists offer a variety of educational options for students who have been identified with educational options or information about special programs specific to a child's identification area.

A student shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous 24 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 Ohio Department of Education, on an approved individual or group test of creative ability; or
- Exhibited sufficient performance, as established by the Ohio Department of Education, on an approved checklist 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	Screening Score	Identification Score
Cognitive Abilities Test, Forms 7 and 8.	K-12	109-110 (K-1) 110-111 (2-12)	111 (grades K-1) 112 (grades 2-12)
InView – A Measure of Cognitive Abilities	2-12	110-111	112
Naglieri Nonverbal Abilities Test – 3 <sup>rd</sup> Ed.	K-12	108-109 (K-4 and 8-10) 107-108 (5-7) 109-110 (11-12)	110 (grades K-4, 8-10) 109 (grades 5-7) 111 (grades 11-12)
Raven's 2 Progressive Matrices 2 (Raven's 2)	K-12 (ages 4-16.11) K-12 (ages 17.0-20.11)	107-108 108-109	109 110
Wechsler Intelligence Scale for Children – 5 <sup>th</sup> Edition (WISC-V) Full Scale IQ	Ages 6-16	110-111	112

Woodcock Johnson IV (WJIV) Test of Cognitive Abilities	K-12	110-111	112
<b>CHECKLISTS</b>			
Gifted Rating Scales (GRS) Creativity Scales	K-8	60-65	66
Scales for identifying Gifted Students (SIGS)	K-12	110-119	120
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	K-12	48-50	51

## VISUAL OR PERFORMING ARTS ABILITY (VPA)

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

- Demonstrated 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 Ohio 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.
  - Note: ODE’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 specific arts area(s).

Instrument Name	Grade Administered	Screening Score	Identification Score
Gifted and Talented Evaluation Scale (GATES2) Visual or Performing Arts, Section IV Dance Only	K-12	Dance Criteria: 90-110	Dance Criteria: 111
Gifted Rating Scales (GRS) – Artistic Scales (Dance, Drama, Music and/or Visual Arts)	K-8	60-65	66
Ohio Checklist of Artistic Behavior – Dance	9-12	29-31	32
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	K-12	Visual Arts Criteria: 59 – 60 Musical Criteria: 37 – 38 Dramatic Criteria: 54 – 56	Visual Arts Criteria: 61 or above Musical Criteria: 39 or above Dramatic Criteria: 57 or above
ODE Rubrics for display of work, audition and performance	K-12	Art: 16 – 20 Dance: 20 – 25 Drama: 16 – 19 Music: 14 – 17	Art: 21 or above Dance: 26 or above Drama: 20 or above Music: 18 or above

# District Services

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Coshocton City School District ensures equal opportunity for all students identified as gifted to receive services offered. 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 based on 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 Coshocton City 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 Coshocton City 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 Coshocton City 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-3	<ul style="list-style-type: none"><li>• Early entrance to Kindergarten/1st grade if appropriate (Written Acceleration Plans for those who qualify)</li><li>• Cluster or flexible grouping in subject specific classrooms for students with highest cognitive and/or academic achievement needs</li><li>• General classroom teachers are responsible for enriching and differentiating the curriculum for gifted students.</li><li>• Gifted intervention specialist(s) provide consultative services and may collaborate with teachers.</li><li>• Multiple teachers have engaged in high-quality professional development regarding the needs of gifted learners and/or hold gifted licensure</li></ul>
4-5	<ul style="list-style-type: none"><li>• Cluster or flexible grouping in subject specific classrooms for students with highest cognitive and/or academic achievement needs</li><li>• General classroom teachers are responsible for enriching and differentiating the curriculum for gifted students.</li><li>• Co-teaching, consultative services, collaboration, and planning with Gifted Intervention Specialist</li><li>• Multiple teachers have engaged in high-quality professional development regarding the needs of gifted learners and/or hold gifted licensure</li></ul>
6-8	<ul style="list-style-type: none"><li>• Gifted students in grades 6-8 with superior cognitive ability and academic identifications (reading, math, science, and social studies) are clustered in classrooms so that regular classroom teachers can focus on the cognitive and academic needs of these advanced learners.</li><li>• Gifted intervention specialist(s) provide consultative services and may collaborate with teachers</li><li>• Multiple teachers have engaged in high-quality professional development regarding the needs of gifted learners and/or hold gifted licensure</li></ul>
9-12	<ul style="list-style-type: none"><li>• Gifted students in grades 9-12 are encouraged to concentrate on the rigorous subject matter available to them through Honors, Advanced Placement (AP), and post-secondary schooling options (College Credit Plus - CCP).</li><li>• Teachers with gifted licensure across the departments support collaborations and consultations.</li><li>• Multiple teachers have engaged in high-quality professional development regarding the needs of gifted learners and/or hold gifted licensure</li><li>• Various educational options including Jr &amp; Sr Mentorship Program</li></ul>

All K-12 students are encouraged to pursue extra-curricular academic clubs and visual and performing arts activities.

## Definitions

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### 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 high-quality professional development and support 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 PLACEMENT (AP) 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. The classroom teacher is receiving ongoing high-quality professional development and support in gifted education and will purposefully differentiate and modify the curriculum to help meet each student's needs.

### 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.

### OTHER EDUCATIONAL OPTIONS including Jr and Sr High School Mentorship Program:

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

## Highly-Qualified Professional Development (HQPD)

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A general education teacher who is designated as the provider of gifted services shall: receive specialized training in gifted education as documented and monitored by the district on the teacher's Individual Professional Development Plan (IPDP) or other methods as determined by the department to meet the following competencies:

1. the ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;
2. the ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content.

3. the ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs;
4. the ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
5. the ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
6. the ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;
7. the ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and
8. the ability to participate in the development of Written Education Plan (and to understand unique needs of 2e students who are gifted and have IEP and/or 504 Plan).

Professional development covering the competencies listed above must include at least 15 clock hours per year for four years or at least 7.5 clock hours per year for four years if they are an AP teacher. Six additional clock hours each year thereafter as determined by the district. Any documented clock hours earned in the 24 months prior (7/2015 or after) to the adoption of the *Ohio Operating Standards for Identifying and Serving Students Who Are Gifted (effective July 27, 2018)* shall count toward this requirement.

## Written Education Plan (WEP)

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A gifted service is a service that conforms to the Ohio Operating Standards for Identifying and Serving Students Who are Gifted. 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 includes adjustments made to the curriculum in a student's area(s) of identification, service goals, and assessment measures. Ohio's Academic Content Standards 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/guardians periodically during the school year, typically at conferences and periodic progress reports. 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.

# PARTICIPATION, ADJUSTING OR WITHDRAWING FROM SERVICES

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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/guardian wishes to decline services for their child(ren), s/he should contact the building principal or gifted intervention specialist. If at any time a parent wishes to withdraw his or her child(ren) from gifted services, the request should be made in writing.

## Acceleration

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Coshocton City Schools recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The District 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-period 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 yet 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 (WAP) for any student who is admitted early to kindergarten, offered whole-grade acceleration, or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

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

## 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, gifted interventions specialist or gifted education coordinator 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 Coshocton City School District typically may not have any to one or two whole-grade accelerations in a given academic year, which includes early entrance to Kindergarten.

Subject acceleration is typically needed in math more than the other subjects. Multiple data points are reviewed, some of which may include curriculum-based assessments (mid or end of year) to determine student readiness and help eliminate potential gaps. For students needing subject acceleration which requires a placement in another building, transportation shall be provided from the student's home school to the school in which service is being delivered. For example, a 6<sup>th</sup> grade student at an elementary school may need to take a math class at another building. Transportation would be provided to the other building and back to the home school for that student to receive services.

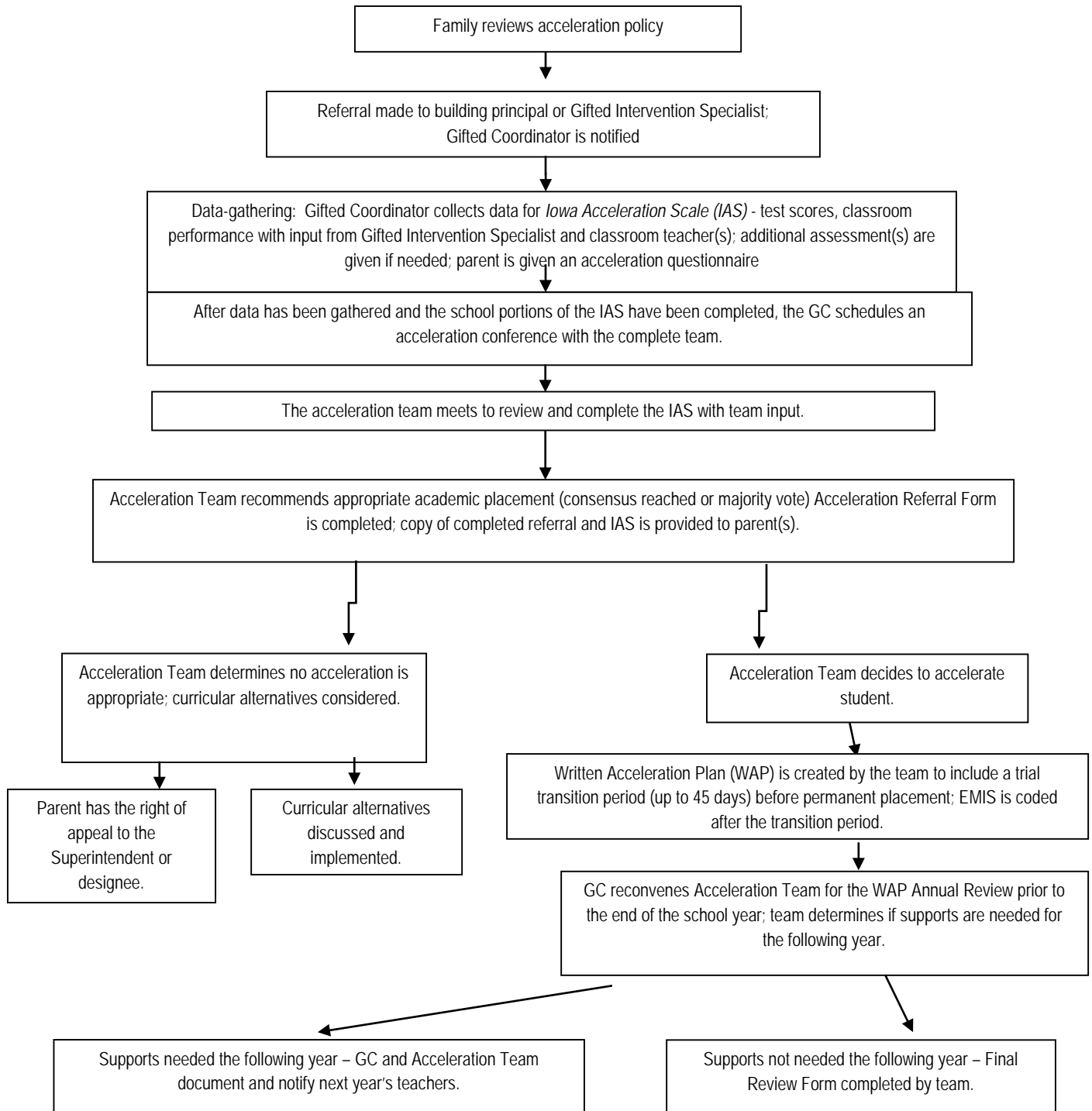
## WHO MIGHT NEED ACCELERATION?

- 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.



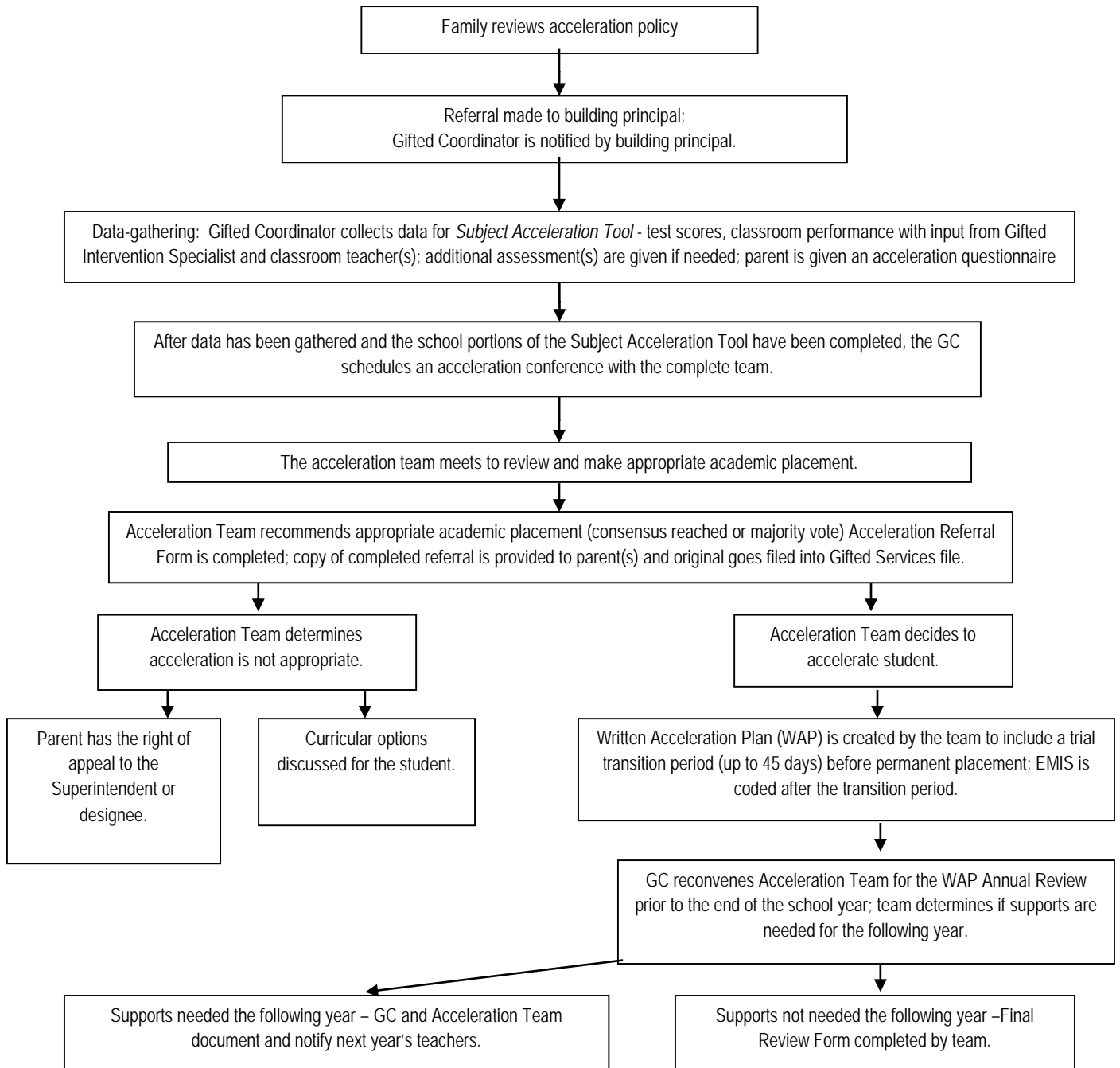
All acceleration requests for the beginning of the next school year are due **March 31**.

### Acceleration Process (Whole-Grade Acceleration)



All acceleration requests for the beginning of the next school year are due **March 31**.

### Acceleration Process (Subject Acceleration)



## 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, the child is admitted only 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 by a 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 late winter/early spring concurrently with kindergarten enrollment.

ODE 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 (principal, kindergarten teacher, gifted services specialist, parent and/or legal guardian(s), guidance counselor, and school psychologist) will then discuss and reach consensus as to what placement is best for the child.

# Questions or Assistance Needed

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Please feel free to contact:

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