



Covington Exempted Village Schools  
Gifted Education Policy and Procedures  
2020-2021

# Covington Exempted Village School District Gifted Education Policy

**Process for Screening, Assessment, and Identification:**

Covington Exempted Village School District screens, assesses and identifies gifted students in accordance with the Ohio Operating Standards and Ohio Revised Code. The district protocol is summarized in the chart below:

Identification	Superior Cognitive Ability	Specific Academic Ability	Creative Thinking
<b>Assessment Tool</b>	Inview Cognitive Ability Test (CogAT)	NWEA (grades 2-10)	Inview/TTCT CogAT/SRBCSS
<b>Identification Score</b>	128 or higher (Inview, CogAT)	95 <sup>th</sup> Percentile or above	CogAT/Inview 112+ TTCT 95%
<b>Screening Score (means further testing is needed)</b>	126-127 (CogAT/Inview)	93 <sup>rd</sup> to 94 <sup>th</sup> percentile	TTCT 94%
<b>When?</b>	Grades 2 and 4	Grades 2 thru 10	Grades 2 and 4

**Procedures to ensure equal access to screening and assessment:**

All assessments:

- are administered by a trained individual in conformance with the instructions provided by the publisher
- allow for appropriate screening and identification of minority or disadvantaged students, students with disabilities, and English learners
- are provided and administered in the student’s native language or other mode of communication if English is a barrier to the student’s performance or if requested by the parent
- are provided and administered using the accommodations in a student’s Individualized Education Program or 504 Plan. If these accommodations are not consistent with a test’s allowable accommodations, a comparable approved assessment instrument shall be used
- are selected and administered so as to best ensure that when a test is administered to a student with a disability or impaired sensory, manual, or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student’s disability or impairment.

**Screening:**

Whole-grade screening for Superior Cognitive Ability and Creative Thinking will take place in Grades 2 and 4.

Whole-grade screening for Specific Academic areas of reading and math will take place in grades 2 thru 10.

All students who score within the screening range will be assessed using instruments from the Ohio Department of Education’s Chart of Approved Assessments. Including, but not limited to, CogAT (superior cognitive), Inview (superior cognitive), NWEA (specific academic ability), and GATES 2 (creative thinking).

**Transfer Students**

The district accepts scores from any tool on the Ohio Department of Education’s Chart of Approved Assessments provided by other school districts and/or trained personnel outside of the school.

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

Students transferring into the district have equal opportunity to participate in gifted services.

**Referrals:**

Referrals are accepted on an ongoing basis. Referrals should be made in writing and submitted to the building principal or Gifted Coordinator. Forms are available thru the Gifted Intervention Specialist.

Referrals can be made by: parents, teachers, or students themselves.

Students referred for testing will be assessed using one of the tools listed on the Ohio Department of Education’s Chart of Approved Assessments within 90 days of referral.

Parents will be notified of assessment results within 30 days of district receipt of scores.

**Gifted Services:**

District Name for Service	Service Setting	Grade	Criteria for Service	Service Provider
<b>Elementary</b>				
2nd Grade Math	Regular classroom w/cluster grouping	2	Gifted ID (math or superior cognitive)	Classroom teacher with support from Gifted Specialist
2nd Grade Reading	Regular classroom w/cluster grouping	2	Gifted ID (reading or superior cognitive)	Classroom teacher with support from Gifted Specialist
3rd Grade Math	Regular classroom w/cluster grouping Pull-out from GIS for 145 minutes per week	3	Gifted ID (math or superior cognitive)	Classroom teacher with support from Gifted Specialist
3rd Grade Reading	Regular classroom w/cluster grouping Pull-out from GIS for 145 minutes per week	3	Gifted ID (reading or superior cognitive)	Classroom teacher with support from Gifted Specialist
4th Grade Math	Regular classroom w/cluster grouping Pull-out from GIS for 145 minutes per week	4	Gifted ID (math or superior cognitive)	Classroom teacher with support from Gifted Specialist
4th Grade Reading	Regular classroom w/cluster grouping Pull-out from GIS for 145 minutes per week	4	Gifted ID (reading or superior cognitive)	Classroom teacher with support from Gifted Specialist
5th Grade Math	Regular classroom w/cluster grouping Pull-out from GIS for 145 minutes per week	5	Gifted ID (math or superior cognitive)	Classroom teacher with support from Gifted Specialist
5th Grade Reading	Regular classroom w/cluster grouping Pull-out from GIS for 145 minutes per week	5	Gifted ID (reading or superior cognitive)	Classroom teacher with support from Gifted Specialist

6th Grade Math	Regular classroom w/cluster grouping Pull-out from GIS for 145 minutes per week	6	Gifted ID (math or superior cognitive)	Classroom teacher with support from Gifted Specialist
6th Grade Reading	Regular classroom w/cluster grouping Pull-out from GIS for 145 per week	6	Gifted ID (reading or superior cognitive)	Classroom teacher with support from Gifted Specialist
<b>Junior High</b>				
7th Grade Accelerated Math	Regular Classroom w/Acceleration	7	Gifted ID (math or superior cognitive)	Classroom teacher with support from Gifted Specialist
7th Grade Math	Regular classroom w/cluster grouping	7	Gifted ID (math or superior cognitive)	Classroom teacher with support from Gifted Specialist
7th Grade Reading	Regular classroom w/cluster grouping	7	Gifted ID (reading or superior cognitive)	Classroom teacher with support from Gifted Specialist
Algebra I	Regular Classroom w/Acceleration	8	Gifted ID (math or superior cognitive)	Classroom teacher with support from Gifted Specialist
8th Grade Math	Regular classroom w/cluster grouping	8	Gifted ID (math or superior cognitive)	Classroom teacher with support from Gifted Specialist
8th Grade Reading	Regular classroom w/cluster grouping	8	Gifted ID (reading or superior cognitive)	Classroom teacher with support from Gifted Specialist
<b>High School</b>				
Regular Classroom	Regular Classroom Math	9-12	Gifted ID (math or superior cognitive)	Classroom teacher with support from Gifted Specialist
Regular Classroom	Regular Classroom Reading		Gifted ID (reading or superior cognitive)	Classroom teacher with support from Gifted Specialist
AP Courses	Regular Classroom, AP curriculum Calculus, AP English Literature		Gifted ID Successful completion of prerequisites	AP approved Classroom Teacher
College Credit Plus - On Campus	College Credit Plus Course(s)		Gifted ID College Acceptance	Classroom Teacher with training and accreditation from the college
College Credit Plus - Off Campus	College Campus or Online		Gifted ID College Acceptance	College Instructor
Honors Courses	Regular Classroom: Accelerated Algebra II Advanced Science Accelerated Biology		Gifted ID Successful completion of prerequisites	Classroom teacher with support from Gifted Specialist

Covington Exempted Village Schools ensures equal opportunity for all district students who meet the written criteria for a gifted service to receive that service.

Students may refuse or withdraw from services. Parents should contact the building principal and request a schedule change or alternative placement if applicable. Parents should complete an "Opt-Out" form available thru the Gifted Intervention Specialist.

### **Written Education Plan**

All students who receive gifted services will have a Written Education Plan (WEP). WEPs are written in collaboration between classroom teachers and the gifted specialist. Copies of this document will be distributed to the service provider (teacher), parents, and the student's cumulative file. Written Education Plans provide a description of services to be provided including:

- Goals for the student in each service
- Methods for evaluating progress toward achieving the goals specified
- Methods and schedule for reporting progress to students and parents
- Staff members responsible for ensuring that specified services are delivered
- Policies regarding the waiver of assignments and scheduling of tests missed while participating in any gifted services provided outside the general education classroom
- A date by which the WEP will be annually reviewed for possible revision.

The parent(s) of any identified student who is not receiving service will be notified in writing.

### **Appeals Procedure**

Parents may appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment, or the placement of a student in any program or for receipt of services. Parents should submit a letter to the superintendent or designee outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).