Book	Policy Manual.
Section	Section I: Instruction
Title	Acceleration
Code	IKEB
Status	Active
Legal	ORC 3321.01 ORC 3324.01 et seq. OAC 3301-51-15
Adopted	November 20, 2019
Last Revised	January 15, 2025

Acceleration

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

ROSS REFS.: Ohio Department of Education Model Acceleration Policy for Advanced Learners
Student Handbooks

THIS IS A REQUIRED POLICY

Book	Policy Manual
Section	Section I: Instruction
Title	Programs for Students Who Are Gifted
Code	IGBB
Status	Active
Legal	ORC 3324.01 et seq. OAC 3301-51-15
Adopted	September 19, 2012
Last Revised	January 15, 2025
Prior Revised Dates	11/20/2019

Programs for Students Who Are Gifted

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

Students who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for students 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 students of the District, in grades kindergarten through 12, as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:

    A. superior cognitive ability;

    B. specific academic ability in one or more of the following content areas:

        i. mathematics;

        ii. science;

        iii. reading, writing or a combination of these skills and/or

        iv. social studies;

    C. creative thinking ability and/or

    D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.

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

3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who Are Gifted

The Board adopts and submits to ODEW a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODEW for approval. A copy of this policy is provided at time of submission. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;

2. a description of assessment instruments selected from the ODEW-approved list to be used for the screening and identification of students who are gifted;

3. procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six;

4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;

5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including minority and disadvantaged students, students with disabilities and English learner students;

6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students, who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;

7. an opportunity for parents/guardians to 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;

8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;

9. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and

10. 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 the District.

    The District's plan may provide for the District to contract with any qualified public or private service provider to provide 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 students identified as gifted to receive any or all services offered by the District.

2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of students transferring into the District.

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 services likely to be provided to a student based on the nature of their identification are:

District Service Plan

The District ensures equal opportunity for all District students identified as gifted to receive any services offered by the District for which the student meets the criteria.

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Steubenville City Schools	Guidance Services	1-12	Identification	Gifted Coordinator Gifted Intervention Specialist
SCS	Regular Classroom *Cluster Group*	1-12	Identification	Gifted Coordinator Gifted Intervention Specialist Regular Classroom Teacher
SCS	Regular Classroom *with Acceleration*	5-12	Identification	Regular classroom Teacher and GIS
SCS	Regular Classroom *AP*	11-12	Identification	GIS
SCS	Regular Classroom *(CCP)*	9-12	Identification and /ACT Score/Accuplacer Score	Regular classroom teacher College Professor, GIS
SCS	Regular Classroom *Honors*	5-12	Identification, Creative thinking	Gifted Intervention Specialist
SCS	Educational Options			
SCS	Co-teaching *Guidance Services*	5-12	Identification	Regular classroom Teacher & GC /GIS
SCS	Resource Room/Pull Out	1-6	Identification: Superior Cog., Reading, Math, Creative thinking	GIS
SCS	Gifted Program *Honors*	5-12	Identification: Superior Cog., Reading, Math, Creative thinking	Regular classroom teacher College Professor, GIS
SCS	Self-Contained Classroom *(Whole Grade)*	7-8	Identification: Superior Cog, Reading, Math, Science, Social Studies Music	Regular Classroom teacher &GIS
SCS	Self-Contained Classroom *(Single Subject)*	9-12	Identification; Superior Cog., Reading Math, Social Studies, Science, Music, Drama, Creative Thinking	Regular Classroom Teacher & GIS
	Other *(Use of this option should be rare and is likely to generate a request for additional information.)*			

Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

The WEP is provided to parents of gifted students and educators responsible for providing gifted education services and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered;
5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and
6. a date by which the WEP will be reviewed for possible revision.

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

The District will develop and disseminate a "no services" letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (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. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODEW.

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.

THIS IS A REQUIRED POLICY