

District Contact Information

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***DISTRICT PROCEDURES
FOR THE IDENTIFICATION
AND SERVICES FOR
STUDENTS WHO ARE GIFTED***

Information for Parent



(B), (C), or (D) of section 3324.03 of the Revised Code.

SCREENING AND ASSESSING

The district uses a three-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.

PRE-ASSESSMENT

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are involved in the pre-assessment pool.

By using the pre-assessment process, the district ensures equal access to screening and further assessment for all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities, and children having limited English proficiency.

Appropriate tests and/or administrative procedures are used by qualified personnel for students who are culturally diverse, economically disadvantaged, have a disability or have limited English proficiency. See the "Assessment Instruments Used for Gifted Identification" brochure for the specific tests used in this district, taken from the "Chart of Approved Gifted Identification/Screening Instruments" by the Ohio Department of Education.

ASSESSMENT FOR SCREENING

The screening stage examines the data gathered from the pre-assessment

education classroom, and a date by which the WEP will be reviewed for possible revision. Parents are notified in writing within thirty days of the results of

ASSESSMENT FOR IDENTIFICATION

INDIVIDUAL STUDENT GOALS AND METHOD OF EVALUATION

Annual student goals will be specified for each student in each service program. Goals may address academic and/or affective areas. Progress toward goals will be evaluated by a specified method, which may include teacher observations, peer evaluations, written critiques/reflections, self-evaluations, pre/post tests, portfolios, rubrics, conferences, checklists, surveys, journals/learning logs, or other.

Assessment strategies provide additional data necessary for a decision and the delivery of services. Strategies for additional include the individual and group-testing requirements of Section 3324.07 of the Ohio Revised Code, and as described in this part. Once additional assessment has been completed, the decision throughout the stages of identification are evaluated, the decision is made and the student's educational needs are determined.

REPORTING PROGRESS TO PARENTS

Parents shall be informed of their child's progress toward WEP goals by the staff responsible. Methods of communication may include phone calls, e-mail, face-to-face meetings, letters home, and report cards. The minimum schedule for this reporting is stated on the WEP.

REFERRAL

The district ensures there are ample and appropriate scheduling for assessments and reassessment using:

- Group tests;
- Individually-administered tests;
- Audition, Performance;
- Display of work;
- Exhibition; and
- Checklists.

WAIVER OF ASSIGNMENTS POLICY

Students who participate in gifted services are not assigned work missed in the regular classroom if this work provides practice or review, has been mastered, or would be mastered easily if presented in another format. Teachers should attempt to introduce new concepts and schedule tests at a time when gifted students are in the regular classroom. Students are responsible for communicating with the teacher regarding missed assignments.

Children may be referred on an ongoing basis by using a referral located in the school office, as follows:

- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request; and
- Other (e.g., psychologist, community members, principal, coordinator, etc.).

Upon receipt of a referral, the district will

the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district.

TRANSFER

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 should contact the building principal.

SERVICES

EQUAL ACCESS TO SERVICES

The district ensures equal access into any appropriate gifted programs for all identified gifted students, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities, and children having limited English proficiency. Placement into programs is dependent upon specific criteria based on each program's goals.

SERVICES PROVIDED AND CRITERIA FOR PLACEMENT

A Written Education Plan (WEP) guides instruction that is taught by the gifted intervention specialist, who is also the teacher of record for these classes. The students receive instruction that is differentiated from that normally provided in the regular academic classes.

Grade 4

Self-Contained Whole Grade (All subjects)

Grades 5 & 6

Self-Contained Single Subject (Language Arts)

Students are placed into the gifted classes taught by a gifted intervention

5. Superior cognitive based upon an academic com

ADDITIONAL OPPORTUNITIES

Grades 5 & 6

Regular Classroom Cluster Grouping (Mathematics)

Grades 9-12

Advanced Placement Classes

Post-Secondary Educational Options/College in High School

WITHDRAWAL

If at anytime, a student wishes to withdraw from gifted program the request should be written by the parent or child to administrator. If children request to withdraw, parents will be notified.

APPEAL PROCEDURE FOR IDENTIFICATION AND SERVICE

An appeal by the parent is the reconsideration of the results of the identification process, which would include:

- Screening procedure or assessment instrument (with identification);
- The scheduling of children for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents should submit a letter to the superintendent or designee of 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 10 days of the appeal. This written notice should include the decision(s).