District Contact Information

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

Information for Parents

Approved June 8, 2009

Ohio Department of Education
IDENTIFICATION

"Gifted" means a student who performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (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 stage and determines if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine that evidence of possible
education classroom, and a date by which the WEP will be reviewed for possible revision.

**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.

**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.

**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.

**ASSESSMENT FOR IDENTIFICATION**
Assessment strategies provide additional data necessary for a decision and the delivery of services. Strategies for addition include the individual and group-testing requirements of Section 3324.07 of the Ohio Revised Code, and as described in this pamphlet.

Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and the student’s educational needs are determined.

**REFERRAL**
The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:
- Group tests;
- Individually-administered tests;
- Audition, Performance;
- Display of work;
- Exhibition; and
- Checklists.

Children may be referred on an ongoing basis by using a referral form located in the school office, as follows:
- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.).

Upon receipt of a referral, the district will
The district shall provide 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.

**GENERAL**

The district accepts scores on assessment instruments approved for use by 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 specialist in the following order, based on identified areas as class size allows:

1. Superior cognitive based upon an ability test score and specific academic identification based upon a total achievement score in the academic content area(s) served.
2. Superior cognitive based upon an academic composite score and specific academic identification based upon a total achievement score in the academic content area(s) served.
3. Superior cognitive based upon ability test score.
4. Specific academic identification based upon a total achievement score in the academic content area(s) served.
5. Superior cognitive based upon an academic composite score.

**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 programs or services, the request should be written by the parent or child to the building principal. If children request to withdraw, parents will be notified.

**APPEAL PROCEDURE FOR IDENTIFICATION AND SERVICES**

An appeal by the parent 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 children for assessment;
- The placement of a student in any program; and
- Receiving 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 decision(s).

**WRITTEN EDUCATION PLANS**

The District provides gifted services based on the student’s areas of identification and individual needs and is guided by a written education plan (WEP). The WEP is provided to parents and educators of gifted students at the beginning of each year. It includes a description of the services provided.