

**NEWTON FALLS
EXEMPTED VILLAGE
SCHOOL DISTRICT**

***DISTRICT POLICY
FOR THE IDENTIFICATION OF AND SERVICES
FOR
STUDENTS WHO ARE GIFTED***

INFORMATION FOR PARENTS



JUNE 10, 2009

IDENTIFICATION

DEFINITION

“Gifted” means students 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 under division (A), (B), (C), or (D) of section 3324.03 of the Ohio 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 socioeconomic 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 giftedness exists for that student. Students may be identified through whole-grade screening in third and fifth grades. It may be determined from these results that additional assessments are necessary.

District-determined cut-off scores, to move students from screening stage to the assessment stage, are lower than the scores necessary for identification. Parents are notified in writing within thirty days of the results of screening.

ASSESSMENT FOR IDENTIFICATION

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group-testing requirements of Sections 3324.01-3324.07 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 using forms found in the main office of each school building by:

- 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:

- Follow the process as outlined in this brochure; and
- Notify parents in writing of results of screening or assessment and identification within thirty days of obtaining results.

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 socioeconomic backgrounds, children with disabilities, and children having limited English proficiency. Placement into programs is dependent upon specific criteria based on each program's goals.

SERVICE PROVIDED AND CRITERIA FOR PLACEMENT

Gifted Language Arts and Math Classes

The gifted language arts and math classes are offered in grades 5 and 6. Students receive instruction that is differentiated from that normally provided in the regular classroom. The students are able to work and interact at their ability levels, in their areas of interest and with students of similar abilities. In addition to language arts or mathematics content, the curriculum addresses areas such as affective development, communication, creative problem solving, critical thinking, divergent thinking, logical reasoning, and research methods. A Written Education Plan (WEP) guides instruction.

Students are placed into the gifted reading/math classes based on identified areas. First priority is given to those students identified as gifted in **both** the superior cognitive **and** academic content area(s) served. Students identified as gifted in the academic content area(s), but not superior cognitive, are placed next. Finally, students identified as gifted in the superior cognitive area, but not the academic content area(s), are placed as space allows.

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 administrator. 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
- 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 with 30 days of the appeal. This written notice should include the reason for the decision(s).

WRITTEN EDUCATION PLANS

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). The WEP is provided to parents and educators of gifted students at the beginning of each school year. It includes a description of the services provided with goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified and methods and schedule for reporting progress to students. The WEP also specifies staff members responsible for ensuring that specified services are delivered, 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 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.

District Contact Information
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