

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 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.

Stage I:

PRE-ASSESSMENT

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, 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 by all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.

Stage II:

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 if an evidence of possible giftedness exists for that student and conduct necessary additional assessment.

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

Stage III:

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 the Gifted Identification pamphlet.

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

REFERRALS

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, based on the following: Child request (self-referral); Teacher recommendation; Parent/guardian request; Child referral of peer; 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 of results of screening or assessment and identification.

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.

Referral forms are available in the main office. Complete the referral form and return it to the building principal or your child’s classroom teacher.

WITHDRAWAL PROCESS

If 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 PROCESS

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 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 decision should include the reason for the decision(s).

TRANSFER STUDENTS

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 shall contact the building principal.

OUTSIDE TESTING

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.

SOUTH RANGE LOCAL SCHOOLS DISTRICT GIFTED PROGRAM

SERVICES

The district ensures equal opportunity for all district children identified as gifted to receive any services offered by the district.

GOALS FOR STUDENTS OF GIFTED SERVICE

The district aims to meet the needs of identified gifted students by differentiating instruction to provide varied educational opportunities in language arts and mathematics.

GIFTED SERVICE ELIGIBILITY

In order to receive services, a student must be identified in the area of reading, mathematics or superior cognitive ability using ODE approved assessments.

GIFTED SERVICES PROVIDED

The district provides gifted services in language arts and mathematics, grades 4-5. Students are cluster-grouped and services are delivered through the general education classroom teacher.

DELIVERY OF GIFTED SERVICES

General education classroom teachers ensure the delivery of services to identified and served gifted students in the district.

EVALUATION OF GIFTED SERVICES

The district conducts an end-of-year evaluation with input from teachers, students and parents.

REPORTING STUDENT PROGRESS

Student progress is reported every nine weeks during the course of the school year.

WRITTEN EDUCATION PLANS (WEP)

COPY OF WRITTEN EDUCATION PLANS

Parents and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.

REVIEW OF WRITTEN EDUCATION PLAN (WEP)

Written Education Plans are reviewed annually in the spring but are subject to revision anytime throughout the year.

South Range LOCAL SCHOOL DISTRICT



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

INFORMATION FOR PARENTS

District Gifted Information:

Shari Lewis, Director of Special Education & Curriculum

330.549-2163

www.southrange.k12.oh.us