

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 Revised Code.

SCREENING AND IDENTIFICATION:

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 (Mathematics, Science, Reading, and Social Studies).

Stage One

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 socio-economic backgrounds, children with disabilities, and children for whom English is a second language.

Stage Two

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 any 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 will be notified within thirty days of the screening results.

Stage Three

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. 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.

SERVICES:

REFERRAL:

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

- group tests
- individually administered tests
- audition, performance
- display of work
- exhibition
- checklists

Children may be referred on an ongoing basis, based on the following:

- child request (self-referral)
- teacher recommendation
- parent/guardian request
- child referral or peer
- other (e.g., psychologist, community members, principal, gifted director, etc.)

Upon receipt of a referral, the district will:

- follow the process outlined in this brochure; and
- notify parents of results of screening or assessment and identification.

The district will 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.

Refer to the ***Assessment Instruments Used for Gifted Identification Brochure*** for the list of assessments used by the district. All assessments are administered by qualified personnel, typically a school psychologist.

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 shall contact the building psychologist to make this request.

SERVICES:

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

The district currently serves students in grades six, seventh and eighth who qualify as superior cognitive and/or specific academic in the area of reading AND seventh grade students who qualify in the area of specific academic in the area of math.

WITHDRAW:

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

APPEAL PROCEDURE:

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
- the scheduling of children for assessment
- the placement of a student in any program
- 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 within 30 days of the appeal. This written notice should include the reason for the decision(s).

WRITTEN EDUCATION PLANS:

A Written Education Plan is written for all students being served by a Gifted Intervention Specialist. The Written Education Plan will include, but not be limited to:

- Description of services to be provided
- Goals for the students for each service to be provided
- Methods for evaluating progress toward specific goals
- Method and schedule for reporting progress to parents
- Staff responsible for ensuring delivery of each service prescribed
- Policies regarding waiver of assignments and rescheduling of tests
- Deadline for the next review of the Written Education Plan
- Copy of the Written Education Plan will be given to parents and staff responsible for providing the services listed on the plan

District Contact Information

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