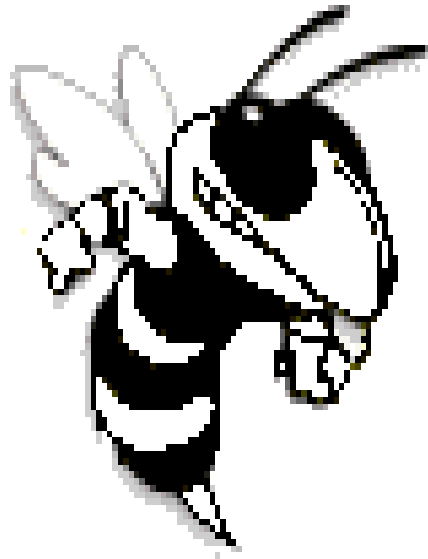

***DISTRICT POLICY
FOR THE IDENTIFICATION OF AND SERVICES FOR
STUDENTS WHO ARE GIFTED***

Information for Parents

Dawson-Bryant Local Schools
701 High Street
Coal Grove, Ohio 45638
(740) 532-6451



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Dawson-Bryant Local Schools

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740-532-6898 or 740-532-6345

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Definition

“Gifted” refers to 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 3324.01 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.

Whole grade screening and identification is identified by the InView at the second and fifth grade levels to start the referral process. Screening score of 123 and Identification score of 128 or above will start the referral process. Brochures and referral forms can be found in the gifted intervention rooms.

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 performance, 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 evidence of possible giftedness exists for that student and conduct necessary additional assessments.

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 of the results from whole grade screenings.

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 3324.02-3324.05 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.

Referral

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment use.

- Group assessments
- Individually administered assessments
- 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.

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 principal.

Services

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

The district offers services from third grade through High School to students identified as gifted.

Written Education Plans

The district will provide all identified students with a Written Education Plan (WEP). The WEP will describe the types of services, long range goals, and instructional settings for each child during the upcoming school year. Once the services, goals, and settings have been determined, a copy of the WEP will be sent home to the parents.

Withdrawal

If at any time, a student wishes to withdraw from gifted programs or services, the request should be made in writing by the parent or child 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 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 within 30 days of the appeal. This written notice should include the reason for the decision(s).