

EAST PALESTINE SCHOOL DISTRICT PROCEDURES FOR THE IDENTIFICATION OF AND SERVICES FOR STUDENTS WHO ARE GIFTED

Information for Parents

Revised January 2016

IDENTIFICATION

“Gifted” is defined as 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 section 3324.03 of the Revised Code.

How are children identified? Ohio law requires each school district to identify gifted students K-12 in the following areas: Superior Cognitive Ability, Specific Academic Ability, Creativity, and Visual and/or Performing Arts.

The Identification Steps

Step 1: 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, and observations, review of student records, and outstanding products or performances. All students are involved in the pre-assessment pool. By using the pre-assessment process, the district ensures equal access to screening and further assessments for all district students, including culturally or linguistically diverse students, students from low socioeconomic backgrounds, students with disabilities, and students 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.

Step 2: 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. Qualified school personnel examine all available information about a student to determine if an evidence of possible giftedness exists for that student. All students may be screened in the third grade. These results may determine if additional assessments are necessary. District-determined cut-off scores, to move students from the screen step to the assessment step, are lower than the scores necessary for identification.

Step 3: Assessment of 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 an 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. Parents will be notified of testing results within thirty (30) days of the district receiving the scores.

REFERRALS

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessments using:

- Group tests
- Individually administered tests
- Checklists
- Audition and/or performance
- Display of work
- Exhibition
- Checklists.

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

- Student request (self-referral)
- Teacher recommendation
- Parent/guardian request to the building administrator
- Other (psychologist, community member, principal, gifted coordinator, etc.).

Referral forms are available in the school offices.

General and Transfer Students

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. 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

Equal Access to Services

The district ensures equal access to any appropriate gifted program for all identified gifted students, including culturally or linguistically diverse students, students from low socioeconomic backgrounds, children with disabilities, and students having limited English proficiency. Placement into programs is dependent upon specific criteria based on each program's goals.

Service Provided and Criteria for Placement

Students in grades 4-8, who are identified in specific areas of giftedness may receive services through a variety of settings. The gifted teacher provides supports in the general education classroom in an inclusionary setting and in the resource room in a pullout setting. All identified students may receive guidance services to meet the social and emotional needs of gifted students, including academic and career choices.

Criterion for placement is:

- Superior Cognitive Ability Identification (full scale score of 125 or higher); or
- Specific Academic Ability in Reading or Math Identification with an achievement score of 95% or higher and a full scale score of 120-124 on a cognitive assessment.

Withdrawal

If at any time, a student wishes to withdraw from the gifted program or its services, the parents should request a meeting with the Special Education and Improvement Coordinator to complete the Discontinue Form. If a student requests to withdraw, the parents will be notified.

Appeal Process for Identification and Services

An appeal by the parent in the reconsideration of the results of any part of the identification process, which would include:

- Screening procedures or assessment instrument (which results in identification)
- 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 outlining the nature of the concern. The superintendent will convene a meeting with the parent/guardian, and may include other school personnel. The superintendent will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

Additional Options

East Palestine Schools ensure equal opportunity for all students identified as gifted to receive services offered by the district. At this point in time, gifted identification is mandated by the State of Ohio; gifted services are not mandated. East Palestine Schools set a high standard for all of our students. We strive to meet the academic needs of our students in the regular classroom by using quality instructional strategies. Our goal is to educate all students to their highest level of academic performance by providing a rigorous and relevant curriculum and encouraging the development of critical thinking and problem-solving skills.

Other services for gifted students may include the following:

- A differentiated curriculum
- Mentorships
- Subject acceleration

- Grade level acceleration
- Post-secondary options
- Advanced placement
- Honors classes
- Enrichment classes
- Independent study
- Guidance services
- Distance learning
- Education options
- Other services identified in rules adapted by the Ohio Department of Education.

WRITTEN EDUCATION PLANS (WEP)

The District provides gifted services based on the student's area(s) of identification and individual needs which are guided by a written education plan (WEP). The WEP is provided to parents and teachers of gifted students. 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. 3

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 one or more of the following methods: teacher observations, peer evaluations, written critiques/reflections, self-evaluations, pre/posttests, portfolios, rubrics, conferences, checklists, surveys, journals, learning logs, or other.

Reporting Progress to Parents/Guardians

Parents/Guardians will be informed of their student's progress toward WEP goals by the staff. Methods of communication may include phone calls, e-mail, face-to-face meetings, letters home, progress reports, and report cards. The minimum schedule for reporting progress is at the end of each nine weeks.

Waiver of Assignment Policy

Students who participate in gifted services are not assigned work missed in the regular classroom if this work provides practice, review, has been mastered, or would be easily mastered 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 classroom teacher regarding missed assignments.

East Palestine Schools

200 West North Avenue East Palestine, Ohio 44413

<http://www.epschools.k12.oh.us/>

Superintendent

Mrs. Traci Hostetler
330-426-4191

Elementary School

Mrs. Kim Russo
330-426-3638

Middle School

Mr. James Rook
330-426-9451

High School

Mr. Chris Neifer
330-426-9401

Special Education and Improvement Coordinator

Mrs. Carol Vollnogle
330-426-5307