

WITHDRAWAL

If, at anytime, a student wishes to withdraw from gifted programs or services, the parent or child should write the request 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 in 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 thirty days of the appeal. This written notice should include the reason for the decision(s).

APPROVED ASSESSMENT INSTRUMENTS

The Kings Local School District used the following assessment instruments for screening and identification. Please refer to our website for screening criteria. For identification criteria, see *Identification of Children Who Are gifted: Excerpts from HB 282.*

Superior Cognitive Ability

Cognitive Abilities Test (CogAT 6)
Otis Lennon Ability Test (OLSAT 8)
Stanford-Binet Intelligence Scale, 5th ed.
Wechsler Intelligence Scale for Children (WISC IV)

Specific Academic Ability

Iowa Tests of Basic Skills (ITBS), Form A and B
Woodcock-Johnson III (WJ III)

Creative Thinking Ability

Cognitive Abilities Test (CogAT 6)
Otis Lennon Ability Test (OLSAT 8)
Gifted and Talented Evaluation Scale (GATES)
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) Part II

Visual or Performing Arts Ability

Gifted and Talented Evaluation Scales (GATES)
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)
ODE Rubric for Scoring Dance Performance
ODE Rubric for Scoring Drama Performance
ODE Rubric for Scoring Music Performance
ODE Rubric for Scoring Display of Work Visual Art
Advanced Placement Art Display of Work

DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED



Kings Local Schools

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**If you have any questions, please
contact your building principal or:**

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DEFINITION

"Gifted" means students who perform or show potential for performing at a 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.

PROCESS FOR 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 super cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

GENERAL

The District accepts scores on assessment instruments approved for use by the Ohio Department of Education.

REFERRAL

The District ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

- Group or individually-administered tests
- Audition, performance
- Display of Work
- Checklists
- Exhibition

Children may be referred on an ongoing basis, through any of the following means:

- Child request (self-referral)
- Teacher recommendation
- Parent/guardian request
- Child referral of peer
- Other (i.e., psychologist, community members, principal, gifted coordinator, etc.)

Upon receipt of a referral, the District will:

- 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.

STAGE 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, 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 2: PRE-ASSESSMENT

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 the 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 receipt of the results of screening.

STAGE 3: ASSESSMENT

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.

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 who in turn will notify the Gifted Services Coordinator.

WRITTEN EDUCATION PLANS (WEP)

All students receiving services will have a WEP on file. Parents and appropriate teachers will receive copies of WEP's annually which detail areas of identification, services being provided, and individual goals. Progress reports will be issued quarterly. The WEP will be reviewed at the start of each school year.

SERVICES

Upon identification, appropriate services are recommended for each student. The District ensures equal opportunity for all district students identified as gifted to receive any services offered by the district. Service options may include the following:

Grades K-3: Students identified as gifted (as either superior cognitive ability or specific academic ability) are served in the regular classroom through differentiated instruction.

Grade 4: Gifted services are provided in reading only. The classroom teacher and the gifted intervention specialist (GIS) provide service through differentiated curriculum. Instruction is delivered through curriculum compacting (faster pace, more depth, challenging instructional materials and assignments).

Grades 5 & 6: Gifted services are provided in reading and math. In reading, instruction is delivered through curriculum compacting (faster pace, more depth, challenging instructional materials and assignments). In mathematics, the gifted intervention specialist will provide enrichment in a pull together program four times per week.