

Gifted Services

James A Garfield Local Schools

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District Policy and Plan for the Identification of Children who are Gifted

Assessment Instruments used by the District for Gifted Identification

Definition

A “gifted” student is one who performs or has the 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 Ohio Revised Code.

Screening and Assessing

James A. Garfield Local Schools 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. The pre-assessment, screening, and assessment process will occur **twice** each school year.

Stage 1: Pre-assessment

The first step involves gathering student data from a variety of sources. These sources include 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.

The pre-assessment process ensures equal access to screening and further assessment for **all** district children, in compliance with section 3324.06 of the Ohio Revised Code.

Stage 2: Assessment for Screening

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary.

When 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 evidence of possible giftedness exists, and then conduct necessary additional assessments.

District determined cut-off scores for movement to the assessment stage are lower than the scores necessary for identification.

Stage 3: 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 this pamphlet. Only Ohio-approved assessment instruments are used. These instruments are valid for special populations, are administered in a student's native language, and provide accurate measurement of aptitude/achievement of students with disabilities. Testing instruments are administered by qualified personnel.

Parents are notified in writing within thirty days after the results from the assessment are determined.

Currently all second grade students are screened through a grade-level test in the spring.

Referral Procedure

The district ensures that there are ample and appropriate scheduling procedures for assessment and reassessment.

Children may be referred for assessment on an ongoing basis. The following people may refer a child:

- Child request (self-referral);
- Teacher recommendation;
- Parent/Guardian Request;
- Child referral of peer; and
- Other (psychologist, community member, principal, gifted coordinator, etc.)

Referral forms are available by contacting any school office or by accessing our school web site:
<http://garfield.sparcc.org>

Screening and Identification Instruments and Determining Scores

SUPERIOR COGNITIVE ABILITY

Cognitive Abilities Test 6

Screening Score	120
Identification Score	127 (K-2) 129 (3-12)

Kaufmann Brief Intelligence Test

Screening Score	125
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Otis Lennon School Ability Test 8

Screening Score	120
Identification Score	126

Wechsler Intelligence Scale for Children—4th Edition (WISC)

Identification Score	127
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SPECIFIC ACADEMIC ABILITY

(Reading/Writing, Math, Science, and/or Social Studies)

Iowa Tests of Basic Skills

Screening Score	90%
Identification Score	95%

Iowa Tests of Educational Development

Screening Score	90%
Identification Score	95%

Wechsler Individual Achievement Test (WIAT-2)

Screening Score	90%
Identification Score	95%

Woodcock-Johnson Tests of Achievement (WJIII)

Screening Score	90%
Identification Score	95%

CREATIVE THINKING ABILITY

(Requires two assessments)

Cognitive Abilities Test 6

Screening Score	110
Identification Score	111 (K-2) 113 (3-12)

Gifted and Talented Evaluation Scales (GATES) — Creative Thinking

Screening Score	67
Identification Score	83+

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) — Part II

Screening Score	48
Identification Score	41

VISUAL AND PERFORMING ARTS

(Music, Art, Dance, Drama; requires two assessments)

GATES —Visual or Performing Arts

Screening Score	57
Identification Score	78+

SRBCSS—Part V (Art)

Screening Score	40
Identification Score	53+

Portfolio Assessment —Visual Art

Screening Score	16
Identification Score	21+

SRBCSS —Part VI (Musical)

Screening Score	25
Identification Score	34

Audition or Performance —Music

Screening Score	14
Identification Score	18+

SRBCSS —Part VII (Drama)

Screening Score	36
Identification Score	48

Audition or Performance —Drama

Screening Score	16
Identification Score	20+

Audition or Performance —Dance

Screening Score	20
Identification Score	26+

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Gifted Services**

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On the web:

<http://garfield.sparcc.org>



Services

Though services are not mandated by the state of Ohio, once identified, students may receive services matched to their area of identification. It is the intent of the James A. Garfield Local Schools to create a program that meets the needs of each student.

Services offered at this time are based on an intervention specialist model where the interventionist works directly with gifted student clusters in the general education classroom. The interventionist co-teaches with the general classroom teacher to ensure that the gifted students are being provided proper services. Students who are identified as superior cognitive ability in grades four through eight are served through this method.

In addition, those students identified as gifted in visual art are offered the opportunity to participate in various art experiences during the school day several times a year. The experiences include field trips, guest speakers, and master classes.

Written Education Plans

A Written Education Plan (WEP) is designed for each identified gifted student who is served by the school district. The WEP describes the services in place for each served student and may contain annual goals, appropriate curriculum and extensions. Methods for evaluating student progress, staff members responsible for the delivery of services, and policies describing the waiver of assignments are included in the WEP. The gifted staff is always available for individual conferencing with parents. Parents receive a copy of the WEP and one is kept in the student's permanent folder. Written Education Plans are reviewed each year in the fall.

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.

Appeal Procedure

An appeal by a 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 school outlining the nature of the concern.

A meeting will be convened with the parent/guardian, which may include other school personnel. A written final decision will be issued within 30 days of the appeal.