

## **SERVICES**

Students will be identified according to state gifted standards. The district ensures equal opportunity for all district students who are two standard deviations above the mean with very superior cognitive identification to receive services offered by the district.

**GRADES 3-8:** Students are clustered in academic classes for gifted intervention and differentiation.

## **WITHDRAWAL**

If at any time, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. A formal Withdrawal Form will then be sent to the parent. A conference may be scheduled with the WEP Team.

## **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 Gifted Services Supervisor outlining the nature of the concern.

The Gifted Services Supervisor will convene a meeting with the parent/guardian, which may include other school personnel.

The Gifted Services Supervisor will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

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*For further information, please contact  
your building principal or:*

Lahela Snyder,  
Gifted Services Supervisor  
[Lahela.Snyder@vbcsd.com](mailto:Lahela.Snyder@vbcsd.com)  
937-225-4598 Ext. 3003

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

## *Information for Parents*



## **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 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.

### ***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 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 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 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.

### ***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 3324.01-3324.07 of the Ohio Revised Code; and as described in the Gifted Identification pamphlet.

Once additional assessment has been completed by a trained professional, the data obtained throughout the stages of identification are evaluated, the identification decision is made and student’s educational needs are determined.

### **PARENT NOTIFICATION**

Parents of students who meet the Ohio identification criteria are notified by mail within 30 days.

## **REFERRAL**

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.

## **GENERAL and TRANSFERS**

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. Also, 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.

## **WRITTEN EDUCATION PLANS**

A student, who is served as gifted, will have a WEP (written education plan). The plan will describe services that will be provided, goals for the student, and methods for evaluating progress toward goals. Parents will receive progress reports quarterly and WEP’s will be reviewed annually.