

FAIRBANKS LOCAL SCHOOL DISTRICT



POLICY AND PLAN FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED

PARENT BROCHURE (PB 1-3) REVISED 3/10/06

If you have questions or would like additional information, you may call your building principal or the Gifted Coordinator at Delaware-Union Educational Service Center (740)548.7880 ext. 3461

Definition

In Ohio, the term "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 following procedures and criteria established by the Ohio Revised Code, Section 3324.03.

Screening & Assessing

The District uses a three-stage approach to screen and identify students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academics ability, creativity, and visual and/or performing arts. 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 first stage of the screening and identification process involves gathering and reviewing relevant existing data on all students and accepting referrals from parents, teachers, and others with knowledge of student abilities. If sufficient data exists, a student may be identified as gifted during this stage. Data is considered current if it was administered within 24 months of date child is referred.

Children may be referred on an ongoing basis by a teacher or parent referral or by others such as a psychologist, principal, community member, gifted coordinator, or professional arts instructor.

By using this data review and referral process, the district assures equal access to screening and further assessment for all district students, including culturally and linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.

Stage 2:

SCREENING

The screening stage examines data which was gathered in Stage 1 and determines if additional assessment is needed.

In making decisions about additional assessment, existing test data 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. If student has sufficient score, identification can take place at this stage.

Stage 3:

ASSESSMENT FOR IDENTIFICATION

Although most gifted students will be identified by existing data or screening assessments as listed in Stage 1 and Stage 2, a few may require small group or individual assessment in order to fairly determine their eligibility for identification.

If small group or individual assessment is necessary, parents are notified and permission for testing is obtained. A trained professional conducts the individual assessments.

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. Parents are notified of results by letter within 30 days of the results.

TRANSFER STUDENTS

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.

OUT-OF DISTRICT TESTING

The district accepts test 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. A list of approved tests is available from the Ohio Department of Education Office of Exceptional Children.

WITHDRAWAL

If at anytime, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child and given to the building principal. If children request to withdraw, parents will be notified.

SERVICES

The district ensures equal opportunity for all district services offered by the district. While the State of Ohio requires gifted identification, it does not mandate comprehensive services for children identified as gifted. Each district must define which identified gifted children will receive services available in the district. Results of the gifted identification process will be shared with school staff that may use this

information to plan appropriate educational experiences.

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 building principal, gifted teacher, or coordinator outlining the nature of the concern.

The building principal, gifted teacher, or coordinator will convene a meeting with a parent/guardian, which may include other school personnel.

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

Assessment Instruments

The district has selected the following assessment instruments for screening and identification. Other instruments approved by the Ohio Department of Education may also be used as needed.

SUPERIOR COGNITIVE ABILITY

Screening & Identification Instruments:

- InView- A Measure of Cognitive Ability; *Whole Grade Screening, Grade 2 and 4*

- Woodcock-Johnson-III (WJ-III) Tests of Cognitive Abilities- *Individual testing*

- Cognitive Abilities Test (CogAT), Form 6- *Small groups or Individual testing*

- Wechsler Intelligence Scale for Children-4th Ed. (WISC-IV)- *Individual testing; K-1, 9-12, and special populations*

- Wechsler Preschool and Primary Scale of Intelligence, 3rd Edition (WPPSI) -*Individual testing for children under 6 that need additional assessment*

- Differential Ability Scales (DAS) -*special populations*

Criteria:

Screening- score of 122 or above
Identification- score of two standard deviations above the mean, minus the standard error of measure.

SPECIFIC ACADEMIC ABILITY

Screening & Identification Instruments:

- Terra Nova, 2nd Edition, Complete Battery; *Whole Grade Screening- Gr. 2, 4, & 7*

- Explore (Grade 8)

- Plan (*Grade 10*)

- Woodcock-Johnson III, (WJ-III) Tests of Achievement (Reading & Math) *Individual testing*

- Woodcock-Johnson-Revised: (WJ-R) Achievement Battery (Science & Social Studies) *Individual testing*

- Iowa Test of Basic Skills (ITBS) Form A, *Small groups or individual testing*

- Kaufman Test of Educational Achievement, 2nd Edition (KTEA-II) *Individual testing; K-1, 9-12, and special populations*

Criteria:

Screening- score at or above 92nd %ile

Identification- score of 95th %ile or above in one or more of the specific academic areas: mathematics, reading/writing, science, and/or social studies.

CREATIVITY

Screening & Identification Instruments:

- InView- A Measure of Cognitive Ability

- Cognitive Abilities Test (CogAT), Form 6

- Woodcock-Johnson-III (WJ-III) Tests of Cognitive Abilities

- Wechsler Intelligence Scale for Children-4th Edition (WISC-IV)

- Differential Ability Scales (DAS)

Behavior Checklists:

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

Gifted and Talented Evaluation Scale (GATES) Items #21-30- Creativity

Criteria:

Screening: Scored at least one standard deviation above the mean minus the standard error of measure on a cognitive ability test and at or above a raw score of 32 on the SRBCSS Checklist.

Identification: Score at or above one standard deviation above the mean, minus standard error of measure on cognitive test, and a raw score of 43 on the SRBCSS or 83 on the GATES checklists.

VISUAL/ PERFORMING ARTS

Screening & Identification Instruments:

Behavior Checklists:

-Scales for Rating the Behavior Characteristics of Superior Students-(SRBCSS) Music: Part

VI; Drama: Part VII; Visual Art: Part V (screening)

-Gifted and Talented Evaluation Scale (GATES) Visual & Performing Arts: Items 41-50 (identification)

Performance Measures:

Audition or performance (Music, Drama, Dance)

Display of work (Visual Art)

Criteria: Sufficient performance at or above raw score as designated by publishers of Behavior Checklists (see chart below) and performance on audition or display of work at or above criteria set for in the Ohio Department of Education published guide: Identification of Children Who are Gifted in Visual and Performing Arts Implementation Handbook for Educators (August 2004).

Behavior Checklist Criteria:

	Art	Dance	Music	Drama
Screening:				
SRBCSS	40	N/A	25	36
GATES		57		
Identification:				
SRBCSS	53	N/A	34	48
GATES	78	78	78	78

For additional information on the rules for gifted identification in Ohio, visit the Ohio Department of Education Office of Exceptional Children Web Site: http://www.ode.state.oh.us/exceptional_child ren/Gifted_children/default.asp