

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

***INFORMATION FOR PARENTS***



**CRESTVIEW LOCAL SCHOOL DISTRICT**

**2011-2012**

Crestview Local School District  
44100 Crestview Road, Suite A  
Columbiana, OH 44408

*A Service of  
Crestview Local Schools  
And  
The Columbiana County Educational Service Center*

## IDENTIFICATION

### **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 Ohio 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 1: PRE-ASSESSMENT**

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, 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 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. See the “Assessment Instruments Used for Gifted Identification” brochure for the specific tests used in this district, taken from the “Chart of Approved Gifted Identification/Screening Instruments – June, 2009 Update” by the Ohio Department of Education.

#### **Stage 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 criterion. School personnel examine all available information about a student to determine evidence that possible



**John Dilling, Superintendent**

**Lynda Dickson, Principal, Crestview High School**  
**Dave MacKay, Principal, Crestview Middle School**  
**Marian Dangerfield, Principal, Crestview Elementary**

### **District Gifted Contact Information**

**Yvonne Lipinsky, Gifted Coordinator**

330-424-9591 ext. 179

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

## **REPORTING PROGRESS TO PARENTS**

Parents shall be informed of their student's progress toward **WEP** goals by the staff responsible. Methods of communication may include phone calls, e-mail, face-to-face meetings, letters home, and report cards. The minimum schedule for this reporting is stated on the **WEP**.

## **WAIVER OF ASSIGNMENTS 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 mastered easily 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 teacher regarding missed assignments.

giftedness exists for that student. Students may be identified through whole-grade screening in second and fifth grades. It also may be determined from these results that additional assessments are necessary.

District-determined cut-off scores, to move students from screening 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.

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 in writing within thirty days of the results of assessment.

## **REFERRAL**

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

- Group tests
- Individually-administered tests
- Audition, Performance
- Display of work
- Exhibition
- Checklists

Referral forms are available in the building administrator's office. 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 (e.g., psychologist, community member, principal, gifted coordinator, etc.)

Upon receipt of a referral, the district will

- Follow the process as outlined in this brochure

The district shall provide at least two opportunities a year for assessment in the case of student requesting assessment or recommended for assessment by teachers, parents, or other students.

## GENERAL

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.

## TRANSFER

The district ensures that any student transferring into the district will be assessed within 90 days of the transfer at the written request of the parent. Parents should contact the building principal.

## EQUAL ACCESS TO SERVICES

### SERVICES

The district ensures equal access into any appropriate gifted programs 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 who are identified in specific areas of giftedness may receive services through the **EXCEL** Resource Room in grades 3 through 4. Criteria for placement is:

- Superior Cognitive
- Students who are identified in specific areas of giftedness may receive services through the **EXCEL** honors courses in grades 5 through 8. Criteria for placement is:
- Reading, Math, Science and/or Social Studies identification with placement in a specific honors class for each identified area. **EXCEL** honors placement is for students in grades 5-8.

## WITHDRAWAL

If at any time, a student wishes to withdraw from gifted services, the parents should request a Discontinue Form, sign it and return it to the building administrator. It is highly recommend having a face-to-face meeting with the gifted coordinator, building administrator and guidance counselor. If a student requests to withdraw, parents will be notified.

## APPEAL PROCEDURE FOR IDENTIFICATION

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 students for assessment

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 30 days of the appeal. This written notice should include the reason for the decision(s).

### WRITTEN EDUCATION PLANS

The district provides gifted services based on the student's area(s) of identification and individual needs and is guided by a written education plan (**WEP**). The **WEP** is provided to parents and educators of gifted students at the beginning of each school year. 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 services are delivered. A date by which the **WEP** will be reviewed for possible revision is also included.

## 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 a specified method, which may include teacher observations, peer evaluations, written critiques/reflections, self-evaluations, pre/post tests, portfolios, rubrics, conferences, checklists, surveys, journals/learning logs, or other methods.