

## **IDENTIFICATION**

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The New Philadelphia City School District uses a three-part approach in the identification of 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 district ensures there are appropriate procedures in place for the assessment of students who are culturally diverse, economically disadvantaged, have a disability or have limited English proficiency. Tests from the State approved testing list are used in all testing situations. When necessary, accommodations as allowed by the test publisher's manual are used.

Gifted and talented students are identified by professionally qualified persons as having potential ability and/or demonstrated achievement superior to most students.

### **Stage I – Pre-Assessment**

The pre-assessment aspect 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, Ohio Achievement Test data, 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 of 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. School personnel examine all available information about a student to determine if any evidence of possible giftedness exists for the student and conducts necessary additional assessments.

Whole grade level screening takes place in grades two and five. Second graders are assessed using the Terra Nova Test and the InView Ability Test in the spring. Fifth graders are assessed in the spring using the InView Test.

When moving students from the screening stage to the assessment stage, district-determined cut-off scores are lower than the scores necessary for identification. (See *Assessment Instruments used for Gifted Identification* for screening scores for each test.) After the district has received the results from screening, the parents must be notified within thirty days as to their child's performance(s). During the screening, if a student's performance meets the State criteria for identification, he or she will be identified and will not go on to Stage III.

### **Stage III – Assessment for Identification**

Assessment strategies provide additional data necessary for an identification decision. Strategies for additional assessment include the individual and group testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code; and are 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 the student's needs are determined.

## **REFERRAL**

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

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

Children may be referred for assessment based on the following:

- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Other (e.g. psychologist, community members, principal, etc.)

Referrals for assessment are processed during the months of September and February. Referral packets can be found on-line at the district web-site or can be obtained from the district gifted coordinator.

Upon completion of the referral packet, testing will be scheduled during the months of October for the fall referral period, and March for the spring referral period. In accordance with test instructions, tests are administered by qualified personnel.

Parents will be notified by mail of all testing results.

## **GENERAL**

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education administered by other school districts and/or trained personnel outside the school district.

## **TRANSFER**

The district ensures that any child suspected of being gifted is assessed within 90 days of the enrollment at the request of the parent. Parent requests can be made to the building principal or the coordinator of gifted services.

## SERVICES

Services that students receive shall be consistent with their area(s) of identification. Gifted services are provided at Welty Middle School in the areas of language arts and math for 6<sup>th</sup> and 7<sup>th</sup> grade students. Students identified as Superior Cognitive or Gifted-Specific Academic at the 99<sup>th</sup> %tile for reading and/or math shall be placed into the appropriate gifted class(es), which are taught by gifted intervention specialists. These classes may be expanded to include students identified at the 98<sup>th</sup> percentile, or lower, if maximum student numbers can be maintained according to state guidelines. Weekly gifted enrichment is provided to all 4<sup>th</sup> and 5<sup>th</sup> grade students identified as Gifted-Superior Cognitive, or Gifted-Reading/Writing in the elementary buildings. Subjective criteria such as teacher recommendations shall not be used to exclude a student from service who would otherwise be eligible. New Philadelphia Schools ensures equal opportunity for all district students identified as gifted and who meet written criteria to receive gifted services offered by the district.

## WITHDRAWAL PROCEDURE

Children or parents who wish to withdraw from gifted services should put the request for withdrawal in writing. Upon receipt of the request for withdrawal the superintendent or designee will contact the parents to discuss the concern. The parent has the final decision about the withdrawal.

## WRITTEN EDUCATION PLANS

Written Education Plans are developed for each gifted student receiving services. These plans are reviewed annually. The plan is specific to the services the student is receiving at each grade level. Parents are provided with a copy of the plan in the fall of each school year. The goals stated on the plan are developed by the teacher or teachers responsible for delivering the gifted service in that grade level. Progress toward those goals is evaluated by the teacher responsible for delivering the service and reported to parents through quarterly progress reports. If applicable, the Plan contains a policy for classroom work that is missed while the student is receiving gifted services.

## APPEALS PROCEDURE

Parents have an opportunity to appeal any decision about the results of any identification procedure or the services for a student. (Ohio Revised Code Section 3324.03). An appeal by the parent is the reconsideration of the results of any part of the identification process that could include:

- Screening procedure or assessment instrument
- 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 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 decision within 30 days of the receipt of the appeal request.

# New Philadelphia City School District

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

## Information for Parents



For additional questions regarding gifted services:

[www.npschools.org](http://www.npschools.org)

District-Gifted Services

or contact:

Amy Wentworth

Coordinator of Gifted Services

[wentwortha@npschools.org](mailto:wentwortha@npschools.org)

330-364-0645