

WITHDRAWAL

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

APPEAL PROCEDURE

An appeal by the parent is the reconsideration of the results of any part of the identification process which would include:

- Screening procedures or assessment instruments
- The scheduling of children for assessment
- The placement of a student in any program
- 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 parents, 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

Each identified student who receives services begins with a Written Education Plan (WEP) which provides a description of the service(s) to be provided, goals for the student for each service that is provided, methods for evaluating progress toward the specified goals, methods and schedule for reporting progress to parents and staff responsible for ensuring delivery of each service prescribed.

WEP progress is shared with parents periodically during the school year, typically at conferences. At the end of the school year, a copy is sent home to parents. It is important to note that the WEP is not an IEP (Individualized Education Plan) and does not follow procedures outlined in federal law for special education.

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

INFORMATION FOR PARENTS



NEWBURY LOCAL SCHOOL DISTRICT

APPROVED DECEMBER 14, 2009

IDENTIFICATION

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 socio-economic 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. All assessments used in the Districts are from the list of approved Instruments provided by the State and are administered by qualified personnel. These assessments are valid for use with special populations.

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 evidence of possible giftedness exists for that student and conduct necessary additional assessments. In addition, whole grade screening for superior cognitive ability takes place in grades four and six and whole grade screening for specific academic ability takes place in grades three and five.

District-determined cut-off scores, to move a student from the screening stage to the assessment stage, are lower than the scores necessary for identification. Parents must be notified within thirty days of the receipt of the scores the results of the screening.

*Stage III: Assessment for Identification

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. 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 educational needs are determined.

REFERRAL

- The District ensures there are ample and appropriate scheduling procedures for assessments and re-assessments using:

- Group Tests
- Individually-administered tests
- Audition, Performance
- Display of Work
- Exhibitions
- Checklists

- 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
- Other (e.g. psychologist, community members, principal, etc.)

- Upon receipt of a referral, the district will:

- Follow the procedures as outlined in this brochure; and
- Notify parents of results of screening or assessment; and identification within 30 days.
- Notify parents about the appeal procedure

The District will 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. Referrals are available in the main office of each building and in the high school guidance office.

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 of the District.

TRANSFER

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 should contact the building principal.

SERVICES

The District ensures equal opportunity for all students identified as gifted to receive services when services are offered by the District. Service placement criteria will be consistently applied as specified in the screening and identification criteria. The same services will be consistently offered at each grade level to all qualifying children. At this time, however, the district only provides gifted identification but is unable to provide services.