

SERVICES

We are serving the K-8 gifted Math, Language, Science, and S.S. students. They are clustered in classes with teachers trained to serve these students. Kelley Huck, Gifted Consultant with the MVESC provides ongoing support and training to those teachers.

WITHDRAWAL

If at anytime, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. 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 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 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 with 30 days of the appeal. This written notice should include the reason for the decision(s).

If you have questions, please call your building principal or

KELLEY HUCK
Gifted Consultant
MVESC

(740-962-2833X4123)
OR

khuck@morganschools.org

Web: morganschools.org

This pamphlet should be used with:

INFORMATION FOR PARENTS
*Assessment Instruments used for
Gifted Identification*

and

**IDENTIFICATION
OF CHILDREN
WHO ARE GIFTED**
Excerpts from HB 282

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

Information for Parents



MORGAN LOCAL SCHOOLS

Box 509

65 West Union Avenue
McConnelsville, Ohio 437

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, 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 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. Safeguards are in place to insure that tests reflect accurate aptitude/achievement in students with physical and sensory disabilities.

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, the Terra Nova is given to 3, 4, 6, and 7th graders and the Inview test is given to 2nd grade. The test data is one way to screen students but is not the sole criteria used for identification. School

personnel examine all available information about a student to determine if an evidence of possible giftedness exists for that student and conduct necessary additional assessment.

Assessments used by the District along with screening scores and identification scores are detailed in the Assessment Instruments Used for Gifted available in the office at each of the three elementary buildings, the junior high and high school buildings.

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, the data obtained throughout the stages of identification are evaluated, the identification decision is made and student's educational needs are determined.

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 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.

REFERRAL

Referral forms may be obtained by calling your building principal or from Kelley Huck at 962-2833ext.4123.

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; and
- 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; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Upon receipt of a referral, the district will

- Test student within 30 days of referral
- Notify parents of results of screening or assessment and identification ASAP.

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.

Written Education Plan

The WEP is a detailed description of the services provided to the student being served. It includes goals for each service, methods for evaluating and reporting to parents, staff responsible for delivery of services, deadline for review and policies on assignments and tests missed in class. Parents and staff receive copies of WEP when it is reviewed in October.