

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 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 the student's educational needs are determined. Parents are notified of results by letter.



TRANSFER STUDENTS

Referrals are accepted at any time for children transferring into the district. If assessment is necessary it will be conducted within 90 days of the transfer.

ASSESSMENT INSTRUMENTS

SUPERIOR COGNITIVE ABILITY

Cognitive Abilities Test: **Screen** -115; **ID** K-1 — 127, 2-12 —128
Iowa Tests of Basic Skills, Form C, Complete Battery: **Screen** -93%;
ID 95% composite
Stanford Binet Intelligence Scale- 5th Edition: **Screen** -125; **ID** 127
Das-Naglieri Cognitive Assessment Systems (CAS)
Screen -124; **ID** 126
Naglieri Nonverbal Ability Test-Individual Administration:
Screen -123; **ID** K-6 — 125, 7-12 — 126
Wechsler Intelligence Scale for Children - Fifth Edition:
Screen -125; **ID** 127

SPECIFIC ACADEMIC ABILITY

Iowa Test of Basic Skills , Form C, Complete Battery:
Screen 93%, **ID** 95%
Wechsler Individual Achievement Test - Second Edition:
Screen 93% **ID** 95%

CREATIVITY

Cognitive Abilities Test: **Screen** 110 , **ID** k-1 — 111, 2-12 — 113
Das-Naglieri Cognitive Assessment Systems (CAS)
Screen -107; **ID** 111
Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) Part II- Creativity: **Screen** 48, **ID** 51
Gifted and Talented Evaluation Scale (GATES) : **Screen** 65, **ID** 83

Visual and Performing Arts

Scales for Rating the Characteristics of Superior Students:
Visual art, Part V: **Screen** 59, **ID** 61
Music, Part VI: **Screen** 37, **ID** 39
Drama, Part VII: **Screen** 54, **ID** 57
Gifted and Talented Evaluation Scale (GATES): **Screen** 75, **ID** 78
Display of Work or Audition (using ODE rubric):
Screen Visual Art - 16, Music - 14, Drama - 16, Dance — 20
ID Visual Art - 21, Music - 18, Drama - 20, Dance — 26

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.

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.

Conference

Parents should submit a letter to the superintendent or gifted coordinator outlining the nature of the concern. The superintendent or gifted coordinator will convene a meeting with the parent/guardian, which may include other school personnel.

Review

The superintendent or gifted coordinator will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision.

SERVICES

Ohio law is limited to the identification of students as gifted and does not require districts to implement services unless otherwise required by law, rule, or as a condition for receipt of funds. Results of the gifted identification process will be shared with school staff that may use this information to plan appropriate educational experiences. These experiences may include cluster grouping, advanced classes, acceleration, and educational options for grades K-12.

A list of Bellefontaine City School Gifted Services can be found on the current brochure entitled



WRITTEN EDUCATIONAL PLANS

Each identified student who receives services begins with a Written Education Plan (WEP), which documents adjustments made to the curriculum in his/her area(s) of identification, and persons responsible for the instructional delivery. WEP progress is shared with parents periodically during the school year. Parents will be provided a copy of their child's WEP.

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 Gifted Coordinator. If children request to withdraw, parents will be notified.



BCS

Gifted and Talented Services

Bellefontaine City School District

Bellefontaine City Schools
555 East Lake Avenue
Bellefontaine, Ohio 43311

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DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED

Gifted and Talented Services

Bellefontaine City
School District

www.bellefontaine.k12.oh.us



Equal Access To a Quality Education

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-step 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 academic ability, creativity, and visual and/or performing arts.



Stage 1: Data Review/Referral

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 step. Data is considered current if it was administered within 24 months of the date the 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. Referral forms are available in each school building.

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 the screening stage to the assessment stage, are lower than the scores necessary for identification.

Whole grade level screenings are administered for grades 2 and 5.

