

Assurances of Equity

- Wadsworth City Schools will provide testing opportunities twice a year for screening/identification in the case of students requesting assessment or recommended for assessment by teachers, parents, or another student. The broad range screening will be in Grades 2 and 4.
- We provide equal access to screening and further assessment for all district students, including minority or disadvantage students, children with disabilities, and students for whom English is a second language.
- The district provides opportunities for reassessment of students who, upon screening for gifted identification, meet the district's screening score for follow-up assessment by school psychologist.
- WCS insures that the tests are administered in student's native language. The district selected and administers tests to best ensure that when a test is administered to a child, with impaired sensory manual or speaking skills, the test results accurately reflect the child's aptitude or achievement level.
- All tests are administered by qualified personnel in conformance with the instructions provided by the publisher or the assessment instrument.
- Tests are selected and administered to students with impaired sensory, manual or speaking skills to accurately reflect the student's aptitude or achievement level.
- Parents will receive notification within 30 days about the results of any screening procedure or assessment instrument and the provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment, or the placement of a student in any program for receipt of services.
- Any student transferring into the district will be assessed within 90 days of the transfer at the request of a parent.

- WCS will accept scores on assessment instruments provided by other school districts or trained personnel outside the school district, provided the assessment instruments are on the list approved by the Department of Education under Section 3324.02 of the Revised Code.
- Parents have an opportunity to appeal any decision about the results of any screening procedure or the scheduling of children for assessment, or the placement of a student in any program for the receipt of services. To appeal, contact your local building principal and/or gifted coordinator.



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District Policy for The Identification of and Services for Students Who Are Gifted

Exhibit A



Information for Parents 2016-17

EQUAL EDUCATION OPPORTUNITY BOE Policy
The Board of Education declares it to be the policy of this District to provide an equal opportunity for all children to achieve their maximum potential through the curriculum offered in this district regardless of race, color, creed, handicap, religion, sex, ancestry, national origin, place of residence, or social or economic background.

IDENTIFICATION

Criteria and procedures used to screen/identify students. Refer to Assessment Instruments Used for Gifted Identification for assessment and screening scores used, which can be found in Bd. Policy 2464.

Superior Cognitive Ability

A student shall be identified as exhibiting “superior cognitive ability” if the student did either of the following within the preceding 24 months:

- Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed psychologist:
- Accomplished any one of the following:
- Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
- Performed at or above the 95th percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test;
- Attained an approved score on one or more above-grade level standardized, nationally normed approved tests.

Specific Academic Ability

A student shall be identified as exhibiting “specific academic ability” superior to that of children of similar age in a specific academic ability field if within the preceding 24 months the student performs at or above the 95th percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field.

Creative Thinking Ability

A student shall be identified as exhibiting “creative thinking ability” superior to children of a similar age, if within the previous 24 months; the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by the Department of Education, on an approved individual or group test of creative ability;
- Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of creative behaviors.

Visual or Performing Arts Ability

A student shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the student has done both of the following:

- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;
- Exhibited sufficient performance, as established by the Department of Education on an approved checklist of behaviors related to a specific arts area.

WRITTEN EDUCATION PLANS

Gifted services shall be based on the student’s area(s) of identification and individual needs and be guided by a WEP. The district shall provide parents with periodic report regarding the effectiveness of the services provided in accordance with the gifted student’s WEP. (Ohio Administrative Code 3301-51-15 (4))

A WEP must include, but is not limited to include, the following:

- Description of services to be provided
- Goals for the student for each service to be provided
- Methods for evaluating progress toward goals specified
- Staff responsible for ensuring delivery of each service prescribed
- Policies regarding waiver of assignments and rescheduling of tests
- Deadline for next review of WEP

Copy of WEP to parents and staff responsible for providing service listed:

SERVICES

- The district accepts referrals and conducts evaluations for early admission to kindergarten or first grade, whole grade acceleration, subject acceleration, and early high school graduation in conformance with the district’s acceleration policy approved by the district Board of Education and the Department of Education per section 3321.10 of the revised Code.
- Students in grades 3, 4, 5 and 6, with a 130 cognitive ability score (composite) on approved assessment instrument, are eligible for services from the following offerings: cluster grouping, classroom consultation, online learning, or pullout services.
- Students in grade 5, 6, 7 and 8 that have a 130 cognitive composite score and 95% in math are eligible to participate in a gifted math class.
- Services which students receive are consistent with their area (s) of identification and are differentiated to meet their needs and are guided by a Written Education Plan (WEP).
- Any appeals/disagreements concerning the results of any screening procedure or assessment, the scheduling of students for assessment, or the placement of a student in any program or for the receipt of services, can and should be resolved informally at the building level, such as a conference with the child’s teacher, principal, and gifted coordinator. If the issue is not resolved, an appeal must be submitted in writing to the gifted coordinator. The gifted coordinator will then convene a meeting to review all pertinent information. The gifted coordinator will issue a written decision within 30 days of the appeal.
- Upon receipt of a request for withdrawal from the program, the gifted coordinator will contact the parent to discuss the concern.

