

District Contact Information

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

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**Information for Parents**



**Approved by Administration: April 30, 2009**

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## IDENTIFICATION

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### DEFINITION

“Gifted” means 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 under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

### SCREENING AND ASSESSING FOR IDENTIFICATION

Versailles Exempted Village School uses a three-stage 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, creative thinking ability, and visual and/or performing arts.

#### *Stage I:*

### PRE-ASSESSMENT FOR IDENTIFICATION

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, Versailles Schools 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. The district uses assessments specifically developed for these special populations.

#### *Stage II:*

### ASSESSMENT FOR SCREENING

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. Whole grade-level screening assessments are administered to second graders at Versailles Schools.

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 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; Versailles’ cut-off scores for screening and identification are listed in PB-3, Assessment Instruments used for gifted Identification. Parents will be notified within thirty school days of the results of screening.

#### *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.

The district shall provide two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment.

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 FOR IDENTIFICATION

Versailles Schools ensures there are ample and appropriate scheduling procedures for assessments and for 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.)
- Referral forms are available by contacting the gifted specialist or the gifted coordinator.

Upon receipt of a referral, the district will

- Follow the process as outlined in this brochure; and

- Notify parents of results of screening or assessment and identification.

Versailles Schools shall provide ongoing opportunities as needed for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.

#### GENERAL

Versailles Schools 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

Versailles Schools ensures that any child transferring into the district will be assessed within ninety days of the transfer at the request of the parent. Parents shall contact the building principal.

### SERVICES

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#### SERVICES

Versailles Schools ensures equal opportunity for all district students identified as gifted to receive service options offered by the district which include differentiated instruction in the regular classroom, as needed; differentiated instruction in the regular classroom with the gifted intervention specialist as the teacher of record; subject acceleration; grade-level acceleration; early entrance; honors classes and advanced placement courses, as available; post-secondary enrollment options or dual-enrollment options, as available; distance learning; and enrichment experiences. \* Identified students designated as "served" shall have an individual Written Education Plan (WEP).

\* Criteria for service at Versailles is a student must be identified in all the following areas: Superior Cognitive Ability, Specific Academic Ability Reading and Specific Academic Ability Math. The gifted intervention specialist then differentiates the identified students', in grades 5-7, math curriculum within the regular classroom as the teacher of record.

#### 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 district gifted teacher or the gifted coordinator. 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 gifted coordinator outlining the nature of the concern. The gifted coordinator will convene a meeting with the parent/guardian, which may include other school personnel. The gifted coordinator will issue a written final decision within thirty days of the appeal. This written notice should include the reason for the decision(s).

### WRITTEN EDUCATION PLANS

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Gifted students designated as "served" shall have a written education plan which directs their instruction and follows the operating standards defined in OAC 3301-51-15. WEPs will:

- Identify the service/s to be provided
- Describe the goals for each service to be provided
- State the methods for evaluating progress toward goals specified
- State the method and schedule for reporting progress to parents
- Identify the staff responsible for ensuring delivery of each service prescribed
- Identify the policies regarding waiver of assignments and re-scheduling of tests
- List the deadline for the next review of the WEP
- Provide a copy of WEP to parents and staff responsible for providing service listed