

**Danbury Local Schools
District Contact Information
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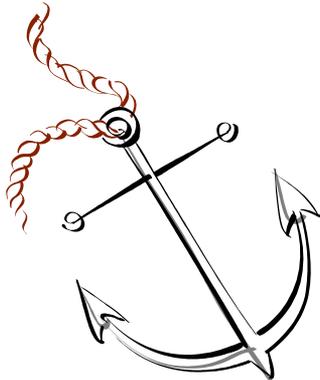
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***DISTRICT POLICY
FOR THE IDENTIFICATION OF AND
SERVICES FOR
STUDENTS WHO ARE GIFTED***

**Information
for
District Personnel
Parents/Guardians**



School Year

2010-2011

IDENTIFICATION

District Policy for the Identification of and services for students who are gifted

Screening, Assessing, and Identifying of and services for students who are gifted:

- Danbury uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment:
 - A. The Pre-Assessment: Involves gathering student data from a variety of sources including teacher, parent, student and peer nominations, portfolios, grades, 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 of all district students regardless of culture, socio-economic backgrounds, disabilities and students whom English is a second language.
 - B. The Screening Stage: At this stage it is determined if additional assessment is needed. If a student scores at or above the cut-off scores, as determined in the Assessment Instruments used for Gifted Identification, students move to the assessment stage. Parents are notified within 30 days of the results of screening.
 - C. The Assessment Stage: Provides additional data necessary for an identification decision and delivery of services as determined by Sections 3324.01-3324.07 of the Ohio Revised Code and the Operating Standards for Identifying and Serving Gifted Students pamphlet.

- The district ensures there are ample and appropriate scheduling procedures for assessments and re-assessment using:
 - A. Group test
 - B. Individually administered tests
 - C. Audition/Performance
 - D. Display of work
 - E. Exhibition
 - F. Check lists

- Referral Process: Students may be referred on an ongoing basis, based on the following:
 - A. Student request (self-referral)
 - B. Teacher recommendation
 - C. Parent/Guardian request
 - D. Peer request
 - E. Other (eg. psychologist, counselor, principal)

- Upon receipt of the referral, the district will follow the process as outlined in the brochure and notify parents of results of screening assessment and identification within 30 days of the receipt of the results:
 - A. Whole-Grade Assessment
 - B. All second (2), fourth (4) & sixth (6) are screened in the spring for superior cognitive ability
 - C. The district shall provide two opportunities a year for assessment in the case of all students requesting assessment or recommendations by teachers, parent, peers, etc.

- The district accepts scores on assessment instruments approved 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 student 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 who will in turn set the assessment process in motion by contacting the district gifted education coordinator.

SERVICES

- Types of Gifted Identification that could qualify a student for services:
 - A. Superior cognitive ability: The student meets the Board adopted criteria
 - B. Specific academic ability: The student scores in the 95th percentile on a national normed test that is on an approved individual or group standardized achievement test of specific academic ability. A student may be identified as gifted in more than one specific academic area.

- C. Creative thinking ability: The student scored one standard deviation above the mean or an approved individual or group-intelligence test and also did either of the following:
 1. Attained a sufficient score on an approved individual or group test of creative abilities.
 2. Exhibited sufficient performance as established by the Department of Education on an approved checklist by trained individuals of creative behaviors.
 - D. Visual or Performing Arts ability: The student demonstrates to trained individuals through a display of work, an audition, or other performance as established by the Department of Education on an approved checklist of behaviors related to a specific arts area.
- Services offered: Danbury Local Schools will meet all ODE operating standards while implementing Differentiated Classroom Instruction PreK-12., Learning Centers & Credit Flexibility. The Focus of Differentiated Instructions will be on creating multiple paths so students of different abilities, interest, or learning needs experience equally appropriate ways to absorb, use, develop, and present skills and knowledge as a part of the daily learning process.

Examples are:

- The gifted Intervention Specialist (GIS) will support, mentor and provide staff development.
 - Current textbook adoptions used to help facilitate student growth
 - Utilization of GIS with General Ed. Teachers
 - Best Practice strategies used to help student achievement through increase academic expectations in classrooms
- Additional Support will be:
 - A. Danbury High School – Grades 9-12
Have many different options now available to students as they chart out their future career plans. These include: University of Findlay courses (taught in house), EHOVE Career Center, Tech prep, and post-secondary enrollment options, Credit Flex & Lincoln Academy.
 - B. Grades 7 & 8:
 1. Continue with current course offering(s) for gifted students.
 2. Continue with team building opportunities.
 3. Provide additional enrichment during an intervention time

C. Grades 4, 5 & 6: Individualized

1. Individualized – Each Gifted ID (student) will be provided individualized plan for academic growth.
2. Learning – Activities will offer leaning opportunities with clear expectations for growth.
3. Collaborative – Planning together with the GIS will provide early partnerships with teachers.
4. Maximize – Differentiation (with the GIS) will help maximize the capacity of each student.
5. Schedule – will be coordinated with classroom educator, Gifted Intervention Specialist (GIS) and district administrator

D. Grades K – 1 – 2 – 3 Targeted Enrichment

4. Options – Several learning options provided for/to Targeted Enrichment students.
5. Challenge(s) – For students, at varied readiness levels, presented by general educators (exp: centers).
6. Collaboration – With GIS and general education teacher continued.

E. Grades K-11: Grade level and/or Subject Level Acceleration

1. Individualized – Each Gifted ID (student) will be provided individualized plan for academic growth.
2. Learning – Activities will offer leaning opportunities with clear expectations for growth.
3. Collaborative – Planning together with Acceleration Team will provide ongoing partnerships between DLS Acceleration Team and Parent(s)/Guardian
4. Transition Period – will help monitor the growth (academically & socially) of each student.
5. Schedule – will be coordinated with classroom educator(s) , Gifted Intervention Specialist (GIS), and district administrator(s)
6. Options – Several learning options provided during Transition before “final” WAP
7. Challenge(s) – For students, at varied readiness levels, presented by general educators.

- **Withdrawal:** If a student wishes to withdraw from gifted programs or services, the request written by the parent or student should be presented to the building administrator. If a student requests withdrawal, the parents/guardians will be notified.

- Appeals Procedure: An appeal by the parent in the reconsideration of the results of any part of the identification process which include:
 - A. Screening procedure or assessment instrument (which results in identification)
 - B. The scheduling of students for assessment
 - C. The placement of a student in any program
 - D. 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 within 30 days of the appeal.

WRITTEN EDUCATION PLANS

All students receiving gifted services have a written education plan (WEP) that meets the ODE requirements. Each WEP provides a description of the services to be provided including goals for each student in each service specified including, but not limited to, academic goals, methods for evaluating progress toward achieving the specified goals and methods and schedule for reporting progress to students. Each WEP specifies staff members responsible for ensuring that specified services are delivered. A WEP will be provided to parents/guardians of all served students.

