



IDENTIFICATION PROCEDURES FOR THE DISTRICT

and

DISTRICT SERVICE OPTIONS

Gifted Identification in Tiffin City Schools

TCS uses a three-part approach to assess 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.

TCS selects instruments from *Assessments Approved for Gifted Identification and Pre-Screening*, that will allow for appropriate screening and identification of students who are culturally and linguistically diverse, students from low socio- economic status, students with disabilities, and students for whom English is a second language. Tests are selected and administered so as 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 Assessments are administered by qualified personnel, and are administered in the student's native language.

Part 1: Pre-Assessment at grade 2

This 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.

Part 2: Assessment for Screening

This process examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. TCS determined cut-off scores, to move students from the screening state to the assessment for identification stage, are lower than the scores for identification. Whole grade screening is available at grades 2 and 5. A student may qualify for individual screening as well. Parents will be notified within thirty days of the screening results.

Part 3: Assessment for Identification

Assessment strategies provide additional data necessary for the identification decision and the delivery of services. Strategies for additional assessment include individual and group testing. See *Identification of Children Who Are Gifted, Definition & Criteria - Excerpted from Ohio Revised Code 3324.01-.07*. Parents will be notified within thirty days of the identification process.

Scheduling/Referral/Reassessment

Students may be referred at any time, based on the following: child self-referral, teacher recommendation, parent/guardian request or others (ex: psychologist, community member, principal, etc.). Referral forms may be obtained at and submitted to the local principal's office or the office of gifted education. TCS will provide at least two opportunities a year for assessment in the case of students requesting assessment or recommended by teachers, parents, etc. Upon receipt of a referral, the district will follow district procedures for consent to test. The district ensures that there are opportunities for a student to be reassessed. Identification is an ongoing process.

Appeals Procedure

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 or the receipt of services. To appeal, contact the building principal in writing.

Transfer Students

TCS ensures that any student transferring into the district will be assessed within ninety days of the transfer at the request of the parent. TCS accepts qualifying scores on assessment instruments provided by other school districts or trained personnel outside the school district, provided the assessment instruments are on the Ohio Department of Education and Workforce approved list.

District Service Options

TCS ensures equal opportunity for all district students identified as gifted to receive any services offered by the district. Written criteria for determining eligibility for placement in a gifted service will be provided to any parent or district educator upon request and appear on page 4. Please contact The Office of Gifted Education with gifted service eligibility criteria questions.

Instruction will be provided during the regular school day. Such instruction may be provided in large groups, small groups, and/or individually and may include: grade/ subject acceleration, early entrance to kindergarten or early graduation.

The services likely to be provided to a student based on the nature of their identification are: Gifted Self-Contained Classroom or single-subject self-contained classroom, Advanced/Honors Classes, AP Classes, College Credit Plus, Single-Subject or Whole Grade Acceleration, Early Graduation, and Early Entrance to Kindergarten.

Written Education Plans

Gifted services are based on the student's area(s) of identification and individual needs and will be guided by a Written Education Plan (WEP). TCS provides parents with periodic reports regarding the effectiveness of the services provided in accordance with the gifted student's WEP.

The WEP provides a description of services including: goals for the student in each service specified including, but not limited to, academic goals. Also included are methods for evaluating progress toward achieving the goals specified, and methods and schedule for reporting progress to students. The teacher provides instruction directly to gifted students and is responsible for conducting and completing grades as part of that reporting.

WEP parent conferences may be held in the fall and WEPs are reviewed in the spring. The WEP specifies policies regarding the waiver of assignments (if applicable) and the scheduling of tests missed while participating in any gifted services provided outside the general education classroom, and specifies a date by which the WEP will be reviewed for possible revision.

A copy of the WEP is provided to parents and all educators responsible for providing gifted education services.

Withdrawal (opt out) from Gifted Programs or Services

The parent or child should put withdrawal requests in writing. Upon receipt of the request for withdrawal, the district designee will contact the parents to discuss the concern. If necessary a group may be convened to discuss educational alternatives for the child. The parent has the final decision.

Inquiries and correspondence should be sent to:

Paula Zirm, Gifted Supervisor
Tiffin City Schools
103 Shepherd Drive
Tiffin, Oh 44883

419-447-3358

*All items in this brochure are supported by Tiffin
City School Board policy IGBB.*

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The gifted services currently available within the District and the criteria for receiving these services are:

District Name for Service	Service Setting	Grade Level	Criteria for Service
Gifted Self-Contained Classroom or Single-Subject Self-Contained Classroom	Self-Contained Classroom, Single-Subject Self-Contained Classroom, or Cluster Group, Resource room	3-5	Gifted identification in Superior Cognitive Ability, Reading and/or Math
Advanced/Honors Classes	Regular Classroom Cluster Group	6-12	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area
AP Classes	Regular Classroom AP	9-12	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area
College Credit Plus	Regular Classroom CCP	7-12	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area
Single-Subject or Whole Grade Acceleration	Regular Classroom with Acceleration	K-12	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area
Early Graduation	Regular Classroom with Acceleration	10-12	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area
Early Entrance to Kindergarten	Regular Classroom with Acceleration	K	Gifted identification in Superior Cognitive Ability or corresponding Specific Academic Area