

Bucyrus City School District follows the identification eligibility criteria as specified in Section 3324.01.07 of the *Ohio Revised Code* and the *Ohio Operating Standards for Identifying and Serving Gifted Students*.

**Superior Cognitive Ability:** A child shall be identified as exhibiting "superior cognitive ability" if the child did either the following within the preceding twenty-four months:

- Scored at or above the ninety-fifth percentile on an approved individual standardized intelligence test administered by a licensed psychologist
- Scored at or above the ninety-fifth percentile on an approved standardized group intelligence test
- Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normal achievement test
- Attained an approved score on one or more above-grade-level standardized, nationally normed approved tests.

**Specific Academic Ability:** A child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if, the child performed at or above the ninety-fifth percentile at national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic area listed below:

- Math
- Reading and/or writing
- Science
- Social Studies

**Creative Thinking Ability:** A child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age if, within the previous twenty-four months, the child:

- 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; or
  - Exhibited sufficient performance on an approved checklist of creative behaviors.

**Visual and Performing Arts Ability:** A child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following:

- Demonstrated to a trained individual through a display of work, an audition, or
- Other performance or exhibition, superior ability in a visual or performing arts area; and
- Exhibited to a trained individual sufficient performance on an approved checklist of behaviors related to a specific arts area.

**District Contact Information:**

**Gifted Coordinator:**

**Sandra K. Shields**

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**<http://www.bucyrusschools.org>**

# BUCYRUS CITY SCHOOLS

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

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### Information for Parents



### **MISSION STATEMENT**

We, the Bucyrus School Community, inspire students to:

- ❖ Achieve excellence
- ❖ Realize unlimited potential
- ❖ Discover their passions
- ❖ Become outstanding members of society

## IDENTIFICATION

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### Referral and Assessment Timeline

The district provides at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children. Referral forms are available from the Response to Intervention (RtI) team or gifted coordinator. Deadlines are September 30 for fall assessment and March 30 for spring assessment.

### Acceptance of Scores

The district 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

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the gifted coordinator and/or building administrator.

### Screening and Identification

The district uses a three-part 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, creativity, and visual and/or performing arts.

#### Stage I:

##### Pre-Assessment

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. 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 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.

#### Stage II:

##### Assessment for Screening

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary. In making a decision 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 evidence of possible giftedness exists for that student and conduct necessary additional assessment. District-determined cutoff scores, to move students from screening stage to the assessment stage, are lower than the scores necessary for identification. Parents must be notified within thirty 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 and as described in this Gifted Identification pamphlet. Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and student's educational needs are determined.

### Assessment Instruments Used for Identification

The Bucyrus City School District uses screening/identification instruments pursuant to ORC 3324.01-01 and as approved by the Ohio Department of Education's Office for Exceptional Children. A detailed listing of instruments used can be found in the Bucyrus City Schools' parent brochure titled *Assessment Instruments Used for Gifted Identification*. Additional instruments are listed on the document titled *Chart of Approved Gifted Identification/Screening Instruments* that can be found on the Ohio Department of Education Website.

### Student Withdrawal

If at any time, a parent or guardian wishes to withdraw a student from gifted programs or services, the parent should write the request to the gifted coordinator. If children request to withdraw, parents will be notified. The coordinator may request a meeting with the GIS, gifted coordinator and parents to discuss the reasons for withdrawal. Parents or guardians will be asked to sign a withdrawal form.

### Appeal Procedure

An appeal by the parent is the course of action for reconsideration of the results of any part of the identification process, placement decisions regarding student participation in any program; and/or delivery of service(s). Parents should submit a letter to the gifted coordinator outlining the nature of the concern. The coordinator will convene a meeting with the parent/guardian, which may include other school personnel, and will issue a written final decision within 30 days of the appeal. This written notice will include the reason for the final decision(s).

## SERVICES

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### Identification Criteria

Bucyrus City Schools follow the identification criteria set by the State of Ohio in Ohio Revised Code 3324.01-07, which can be found in the "Definitions and Criteria" brochure, on the Ohio Department of Education website at [www.ode.state.oh.us](http://www.ode.state.oh.us).

### Service Criteria

Service options may vary from year to year, and are dependent on the number of students identified, areas of identification, and staffing. Service offerings will be consistent within the district, and students who meet criteria for an option will have equal access to that option. Options are described in the *Operating Standards for Identifying and Serving Gifted Students*.

### District Services

The District ensures equal access for all students identified as gifted to receive services offered by the district. Indirect services are offered to kindergarten students. At the 1-5 level, direct services are offered. A Gifted Intervention Specialist works with the regular education instructor in a co-teaching situation. Services are offered in the way of Honors Courses for grades 6-8, and Advanced Placement and Post Secondary Education Options for 9-12 students. Academic acceleration and early kindergarten enrollment are additional service options.

## WRITTEN EDUCATION PLANS

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Written Educational Plans (WEPs) will be written for all identified students reported as served by Bucyrus City Schools. Parents and guardians will be invited to annual meetings to provide input and review their child's WEP. A copy of each student's WEP will be provided to the student's parent or guardian and to general education staff working with the student. Plans may be modified during the year with parental consent. The WEP describes the service(s) that each child will receive, the staff member responsible for the service, and the goals to be met. A variety of tools will be used to document student performance. The WEP contains a policy for waiver of assignments, tests or class work that may occur in the student's general education classroom while the student is attending the gifted education class.