

**Administrative Center
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Sarahsville 43779
740-732-5661**

**Shenandoah Elementary School
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740-732-5661**

**Shenandoah Junior High
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**Shenandoah High School
49346 Seneca Lake Rd
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NOBLE LOCAL SCHOOLS

Fall 2011

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

Information for Parents

IDENTIFICATION

The Noble Local School District uses a two part approach to identify students as gifted in the areas of:

Superior Cognitive Ability
Specific Academic Ability
(reading, writing, math, social studies, science)
Creative Thinking
Visual/Performing Arts (visual art, music, dance, drama)

The screening process involves gathering student records from a variety of sources, such as scores from nationally normed I.Q. and achievement tests, outstanding products (such as art work) or performances, and referrals from teachers, parents or peers. All students are included in the screening process.

Children may be referred for assessment on an ongoing basis by self, teachers, parent/guardian, peers, or any interested party such as principal, psychologist, community member, etc. Referral information may be obtained through the building administrator, gifted intervention specialist, or gifted coordinator.

Once a child is referred or is placed in a testing pool for screening based on student records as described above, parental permission for testing must be obtained.

The Noble Local School 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. 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.

Accommodations are made for culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language. Particular attention is paid to accommodations and recommendations listed on student IEP and/or 504 plans to ensure equality in assessments. Students are administered the most appropriate assessment by qualified personnel.

Students who score in the screening range on an ODE approved test instrument will be administered a second assessment. Students may be identified as gifted on the screening instrument or on the second (assessment) instrument. The District ensures two opportunities a year for screening and assessment.

Upon completion of testing parents will be notified of the results within 30 days.

A complete list of test instruments used by the Noble Local School District and the required scores for screening and identification are available in the Assessment Instruments Used for Gifted Identification brochure.

APPEAL PROCEDURE

Only the parent/guardian of a minor student, or a student over the age of 18, may use the appeal procedure. The appeal process involves reconsideration of the results of any part of the identification process which includes but is not limited to screening procedures, assessment instruments, scheduling of student for assessment, placement of a student in any program, receipt of services. Parents or student over the age of 18 should submit a letter to the Superintendent outlining the nature of the concern. The Superintendent will convene a meeting with the parent/guardian, which may include other school personnel. The Superintendent will issue a written final decision within 30 days of the appeal meeting.

SERVICES

Eligibility for service is based solely on requirements as outlined in the Operating Standards for Identifying and Serving Gifted Students (section 3301-51-15 of the Ohio Administrative Code). Parent permission is obtained before a student is placed in the pullout program.

Services in the Noble Local School District consist of a pullout program in which students identified in reading and/or superior cognitive ability in grades 3, 4, and 5 meet for a designated amount of time each day. Students are provided 225 minutes of service in their identified area each week. Equal opportunity for service is guaranteed for all students who meet the eligibility requirements described above.

Service at the elementary level includes differentiated curriculum, individual projects, and content enrichment. Students may also participate in the Adventure Program (low ropes course), Challenger Learning Center, or other special programming.

Special Opportunities for 6th, 7th, and 8th Grade Students

Students who participated in the pullout program at the elementary level may also be eligible for special opportunities such as the Eastern Ohio Summit program offered at the middle school.

WITHDRAWALS and APPEALS

If at any time a student over 18 years of age wishes to withdraw from gifted programs or services, the request should be submitted in writing by the parent or student to the Talented and Gifted instructor. Placement in services may be appealed as described in the Appeal Procedure section.

WRITTEN EDUCATION PLANS (WEP)

The District uses the ODE model WEP and includes the following information. WEPs will be disseminated to parents and staff at conferences or through mail by the first progress report, and will be reviewed at the end of the 3rd nine weeks.

- Student demographic information
- Student identification information
- Description of services to be provided
- Goals for the student for each service to be provided
- Methods for evaluating progress towards each goal
- The method and schedule for reporting progress to parents
- The staff responsible for ensuring delivery of each service
- Policies regarding any waiver of assignments and re-scheduling of tests
- Deadline for the next review of the WEP
- Method of dissemination of the WEP to parents and appropriate staff

ACCELERATION

The Noble Local School District has adopted the state model acceleration policy for advanced learners. Students may be referred for early entrance to kindergarten, single subject acceleration, whole grade acceleration, and/or early graduation by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian through the school principal for possible accelerated placement. A student may also refer him or herself or a peer through a district staff member who has knowledge of the child's abilities. Referral forms are available through the school office or on the school website. The District uses the Iowa Acceleration Scale, 3rd Ed., to guide the assessment process. If it is determined by the evaluation team that accelerated placement is appropriate, a Written Acceleration Plan will be developed for the student and implemented by the appropriate staff.
