

District Contact Information

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This pamphlet should be used with:

***NOTICE FOR PARENTS***  
Assessment Instruments Used for Gifted Identification  
and  
**IDENTIFICATION OF CHILDREN WHO ARE GIFTED**  
*Definition & Criteria*  
*Excerpted from Ohio Revised Code 3324.01-.07*

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

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**Information for Parents**

**Waverly Tigers**

## IDENTIFICATION

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- “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 Revised Code.
- 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, creative thinking ability, 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, etc. 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 assessments are necessary.
    - In making decisions about additional assessment, existing test data for students is not the sole determination criteria. School personnel examine all available information about a student to determine an evidence of possible giftedness exists from that student and conduct necessary additional assessments.
    - District determined cut-off scores, to move students from screening stage to the assessment stage, are lower than the scores necessary for

