

FAIRVIEW PARK CITY SCHOOL DISTRICT'S GIFTED EDUCATION PLAN AND POLICY  
FOR IDENTIFYING AND SERVING STUDENTS WHO ARE GIFTED

**Plan for Identifying Gifted Students**

In accordance with the guidelines from the Ohio Department of Education (ODE), the district will use assessment instruments to identify (1) superior cognitive ability, (2) specific academic ability in the areas of mathematics and reading, (3) creative thinking ability, and (4) visual and performing arts. The assessment instruments for gifted identification are from the approved list of assessments adopted by the ODE. To ensure that the test results accurately reflect each student's aptitude or achievement level, tests have been included that will allow for appropriate screening and identification of students from minority or disadvantaged populations, students with disabilities, and students for whom English is a second language.

**Identification Criteria:**

Students shall be identified as gifted based on the following criteria:

1. A student shall be identified as "superior cognitive ability" when scoring two standard deviations above the mean, minus the standard error of measurement, on an approved individual or group standardized intelligence test.
2. A student shall be identified as exhibiting "specific academic ability" superior to children of similar age in a specific academic ability field when scoring at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test.
3. A student shall be identified as exhibiting "creative thinking ability" superior to children of a similar age when scoring one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence tests and also attained a sufficient score on an approved individual or group test of creative ability.
4. A student shall be identified as exhibiting "visual and performing arts" superior to children of a similar age when earning a qualifying score on an approved checklist of behaviors related to a specific arts area and the demonstration of superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition.

After any initial gifted identification is made in conformance with this policy, a student shall remain so identified, regardless of subsequent testing or classroom performance.

**District Assessment Instruments**

**SUPERIOR COGNITIVE ABILITY: Assessments the district administers that provide for superior cognitive identification:**

Whole Grade Screener:

- Cognitive Abilities Test (CogAT), Form 7, grades 2 and 5, Screening 125, Identification 128

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Individual Assessments:

- InView Cognitive Abilities Assessment, grades 2-12  
Identification 128
- Wechsler Intelligence Scale for Children (WISC-V), 5th Edition, grades K-12,  
Identification 127
- Woodcock-Johnson Test of Cognitive Abilities (WJ-IV COG), Identification 127

SPECIFIC ACADEMIC ABILITY: Assessments the district administers that provide for specific academic identification in math and reading: (All tests, identification 95%ile)

Whole Grade Screener:

- NWEA MAP Testing, grades 2-8

Individual Assessments:

- Woodcock-Johnson IV - Tests of Achievement (WJ-IV), grades K-12

CREATIVE THINKING ABILITY: Assessments that provide for creative thinking identification

Creative thinking identification requires a cognitive test score of 112 or higher (see list of ability tests) and creative thinking score as indicated for each assessment.

Screener and Individual Assessments:

- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS), Creativity Part II, grades 2-12, Identification 51

VISUAL AND PERFORMING ARTS: Assessments that provide for visual and performing arts identification

The district will adhere to the specific referral and evaluation procedures from the ODE as explained in the "Identification of Children Who are Gifted in Visual or Performing Arts Handbook for Educators." The district will use the ODE's referral forms and rubrics within each handbook.

Checklists of Artistic Behaviors:

- Scales for Rating the Behavioral Characteristics of Superior Students, grades K-12,  
Visual Arts: Part V Artistic Characteristics, Identification 51  
Drama: Part VII Dramatic Characteristics, Identification 57  
Music: Part VI Musical Characteristics, Identification 39
- Gifted and Talented Evaluation Scale (GATES), grades 2-12,  
Dance: Artistic Talent Section V, Identification 111

Individual Performance Assessments:

- ODE Rubric for Scoring Visual Art Display, Grades K-12, Identification 21
- ODE Rubric for Scoring Drama/Theatre Performance, Grades K- 12, Identification 20
- ODE Rubric for Scoring Music Performance, Grades K-12, Identification 18
- ODE Rubric for Scoring Dance Performance, Grades K- 12, Identification 26

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**Administering Assessments for Identifying Gifted Students**

The District ensures that there are sufficient and appropriate scheduling procedures for screening, assessment, and re-testing using group ability and achievement tests, individual ability and achievement tests, and checklists.

**Schedule for Whole Grade Screening Opportunities**

The district will administer whole grade screening opportunities for superior cognitive ability and creative thinking ability to all students enrolled in second grade and fifth grade.

The district will administer whole grade screening opportunities for specific academic ability in mathematics and reading to all students enrolled in second through eighth grades.

**Referrals**

Children may be referred for testing on an ongoing basis, via request recommended by teachers, parents, self-referral, or other students. Referral forms are available online or from the gifted coordinator. Upon receipt of a referral, the District will secure permission from the parent/guardian for testing and schedule the student for assessment. Upon completion of the assessment, the District will notify the parent/guardian about the results and the appeal procedure.

**Appeal Procedure**

An appeal by the parent/guardian is the review and re-examination of the results of any part of the identification process. This includes the screening procedure, assessment instrument, scheduling of a student for assessment, the placement of a student for services, or receipt of services. Parents should submit a letter to the Superintendent or designee outlining the nature of the concern. The Superintendent or designee along with the Gifted Coordinator will convene a meeting with the parent and pertinent school personnel to discuss the concern. A written final decision will be issued within 30 days of the appeal and include the reasons for that decision.

**Transfer Students**

The district will accept scores on assessment instruments provided by other school districts or trained personnel outside the school district, provided the assessment instruments are on the list approved by the ODE under section 3324.02 of the Revised Code. If a student was previously identified in Ohio or another state, parents and/or guardians should report this information upon registering into the school system and contact the Gifted Coordinator. Any student transferring into the district will be assessed within 90 days at the request of a parent. Once a student has been identified in Ohio, there is no need to re-identify a student. Parents and/or guardians are encouraged to share past Written Education Plans and other pertinent records.

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**Plan for the Service of Identified Gifted Students**

The District ensures equal opportunity for all district students identified as gifted to receive any services offered by the district for which the student meets the criteria. A teacher who is designated as the provider of gifted services shall receive specialized training in gifted education. The District offers a continuum of services, including, within the regular classroom, in a self-contained setting, through enriched/advanced coursework, and through accelerated course offerings.

District Service	Criteria	Provider	Grades
Cluster Grouping in Reading and/or Math	Specific Academic Ability in Reading and/or Math (95th percentile or higher on approved achievement test)	Regular Classroom Teacher with training in gifted education	2, 3, 4, 5
Single Subject Course in Reading and/or Math	Superior Cognitive Ability and/or Specific Academic Ability with 95th percentile or higher on approved achievement tests with supporting achievement and cognitive ability scores	Gifted Intervention Specialist with training in gifted education	4, 5
Advanced or Advanced Placement (AP) Course	Superior Cognitive Ability and/or Specific Academic Ability	Subject-Area Teacher with training in gifted education	6-12
Acceleration: Subject Area, Grade Level, Early Entrance, or Early Graduation	Superior Cognitive Ability and/or Specific Academic Ability Meets ability and achievement criteria through a scale, e.g., Iowa Acceleration Scale, that indicates a recommendation for acceleration	Provider dependent upon placement determination	K-12

**Written Education Plans**

Gifted services shall be documented in a Written Education Plan (WEP). The WEP shall provide a description of the services to be provided, including goals, methods and measurements for evaluating progress, and methods and schedule for reporting progress to students and parents.

**Withdrawal**

Although a child is identified as gifted, the decision to participate in any gifted service option remains with the parent and/or guardian. If parents and/or guardians wish to decline gifted services for their children or withdraw them from the provided service, they should contact the Gifted Coordinator and submit the request in writing.