



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

INFORMATION FOR PARENTS

Revised: Fall 2024

OLMSTED FALLS PHILOSOPHY OF GIFTED EDUCATION

In order to meet the student's individual needs, the goal is to provide meaningful experiences for all children. The development of the individual's greatest potential, intellectually, physically, and socially, reflects the aim of this District. The educational program for gifted children is a small, though integral, part of this total educational plan.

The gifted represent a group of students whose learning styles and thinking dimensions are unique. The Olmsted Falls educational program for gifted students provides multidimensional and appropriate learning experiences that meet the academic needs of these students.

A major emphasis in Gifted Education is appropriately placed on the learning processes that will enhance the individual's ability to become an independent learner and to pursue a life-long career of learning. The ultimate goal of the program is to develop students who are creators of ideas for themselves and the rapidly changing world in which they live.

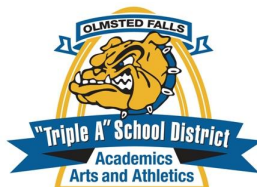
District Contact Information

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REFERRALS

- Students in grades Kindergarten through 12th grade may be referred for gifted identification.
- The District ensures that there are ample and appropriate scheduling procedures for assessments and reassessments using a variety of group and individually administered tests and checklists approved by the Ohio Department of Education and Workforce.
- Children may be referred based on the following:
 - Child request (self-referral), teacher recommendation, parent/guardian request, child referral of a peer; and by others (e.g., psychologist, community members, principal, gifted coordinator, etc.)
- The District will obtain permission for assessment from the parent and process the necessary paperwork. Parents will be notified of the results in writing.
- The District shall provide at least two assessment opportunities a year. Referral packets will be available in building offices and on the District website. Referrals will be processed within 90 days.
- Parents will be notified of the results within 30 days of the completion of the testing process.
- Assessment of transfer students will take place within 90 days of a written request from a parent.
- Students in grades 2 and 5 are screened for superior cognitive ability. Students in grades 2-8 are screened for math and reading on an ongoing basis.
- Methods used to screen/assess students who are culturally diverse, economically disadvantaged, have a disability or have limited English Proficiency are in accordance with Olmsted Falls City Schools Board of Education policies.
- Safeguards to ensure tests are administered in the student's native language, reflect accurate aptitude/achievement in students with physical and sensory disabilities, and are valid for special populations are in accordance with Olmsted Falls City Schools Board of Education policies found on the District website.

- Procedural and norming guidelines will be followed in accordance with state-approved assessment manuals.
- The District will accept scores on assessment instruments provided by other districts or trained personnel outside the District, provided the assessment instruments are on the Ohio Department of Education and Workforce list of approved assessments for gifted identification.
- Parents have an opportunity to appeal any decision about the results of any screening procedure and may make a formal written request to the Assistant Superintendent stating the reason for the appeal of test results and/or placement decisions. The appeals process will be followed and parents will be notified of the decision.
- Appeals must be made in writing to the Assistant Superintendent via email within thirty (30) calendar days of the parent/guardian receiving the results of the evaluation. The Assistant Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the appeal. The Assistant Superintendent or his/her designee's decision will be final.
- Appeals process may include administration of an additional approved assessment from Ohio Department of Education and Workforce administered by staff designated by the Assistant Superintendent

IDENTIFICATION

TESTING INSTRUMENTS USED FOR SCREENING AND IDENTIFICATION:

The District uses the following assessment instruments for screening and identification. The criteria for being identified as gifted in each area are included. The scores needed for identification are included in parentheses.

Other tests approved by the Ohio Department of Education and Workforce for the identification of gifted students may also be used. For a list of additional approved assessments please see the Ohio Department of Education and Workforce website.

Superior Cognitive

A student will be identified as gifted in Superior Cognitive ability by scoring at least two standard deviations above the mean minus the standard error of measure on an approved ability test.

Screening Instruments:

- Cognitive Abilities Test Form 7 (CogAT) (127) (Grades 3 and 7+) (128) (Grades K-2, 4-6))
- Inview (Grades2+) (128)
- Naglieri Nonverbal Ability Test-3rd Edition (NNAT 3) (126) (Grades PreK-4), (125) (Grade 5-7), (126) (Grade 8-10), (127) (Grade 11-12)

Identification Instruments:

- Cognitive Abilities Test Form 7 (CogAT) (127) (Grades K, 3, 7+) (128) (Grades 1-2, 4-6)
- The Differential Ability Scale- NU2 (DAS) (Grades K-12)
- Inview (Grades2+) (128)
- Naglieri Nonverbal Ability Test-3rd Edition (NNAT 3) (126) (Grades PreK-4), (125) (Grade 5-7), (126) (Grade 8-10), (127) (Grade 11-12)
- Wechsler Intelligence Test for Children-5th Edition (127 FSIQ) (126 GAI/NVI/VECI/EFI) (Grades K-12))
- Woodcock-Johnson IV, Test of Cognitive Abilities (127) (Ages 2-90))

Specific Academic Ability

A student will be identified as gifted in math, reading, science, or social studies by achieving a score in the 95th percentile on an approved assessment.

Screening Instruments:

Criteria = a score of 95th percentile + on a standardized instrument:

- Measure of Academic Progress (MAP) Growth- math and reading (Grades 2-8) Students in grades 2-8 will be screened in reading and math.
- The ACT (Grades 11-12)- math, reading, and science

Identification Instruments:

- Measure of Academic Progress (MAP) Growth- math and reading (Grades 2-8)
- Stanford Achievement Test 10th Edition Complete Battery (Grades K-2)-math and reading and (Grades 3-12) math, reading, science, and social studies
- Woodcock-Johnson IV, Tests of Achievement- math and reading (Ages 2-90)
- Terra Nova 3rd Edition (Grades 1-12)- math, reading, science, and social studies (Grade K) reading and math
- The ACT (Grades 11-12)- math, reading, and science

Visual and/or Performing Arts Ability

A student shall be identified as exhibiting visual or performing arts ability when the student has demonstrated to a trained individual through a display of work, an audition, or other performance a superior ability in a visual/performing arts area and on an approved checklist as established by the department of education.

Screening Instruments:

- Ohio Department of Education Rubric (Grades K-12); Dance (20-25), grades K-12), Drama (16-19), Music (14-17), Visual Art (16-20)
- Gifted and Talented Evaluation Scale (GATES 2) (Ages 5-18) all areas (111)

Identification Instruments:

- Ohio Department of Education Rubric: Dance (26+), Drama (20-24), Music (18-21), Visual Art (21-24)
- Gifted and Talented Evaluation Scale (GATES 2) (Ages 5-18)- Artistic Talent Section Dance (111+)

Creative Thinking Ability

A student shall be identified as exhibiting creative thinking ability superior to students of similar age, if the student scores one standard deviation above the mean, minus the standard error of measurement of an approved intelligence test, and exhibits sufficient performance, as determined by the department of education, on an approved checklist by a trained individual of creative behavior.

Screening Instruments:

- Cognitive Abilities Test (CogAT)- (111) (Grades K-1), (112) (Grades 2-12)
- Naglieri Nonverbal Ability Test-3rd Edition (NNAT 3)- (110) (Grade Pre K-4), (109) (Grade 5-7), (110) (Grade 8-10), (111) (Grade 11-12)
- Or other approved intelligence test
- Gifted and Talented Evaluation Scale 2nd Edition (111) (Grades K-12)

Identification Instruments:

- Gifted and Talented Evaluation Scale 2nd Edition (111) (Grades K-12)
- Gifted Rating Scales 2nd Edition (GRS-2) (66) (Grades K-12)

SERVICES

- The District's gifted services are accessible to all gifted students who meet the placement eligibility criteria.
- In grades 1-5, the Gifted Intervention Specialist (GIS) collaborates with classroom teachers to extend educational options that vary in pace, breadth, depth, and complexity.
- We provide a continuum of services to meet the educational needs of our students, including:
 - Resource Room opportunities.
 - Grade and/or subject acceleration, early entrance to Kindergarten, early high school graduation.
 - Honors and/or advanced courses.
- If, at any time, a student wishes to withdraw from the gifted program or services, the request should be written by the parent or child and submitted to the building administrator. If the child requests to withdraw, parents will be notified and a conference will be scheduled.
- Parents may make a formal written request to the Assistant Superintendent stating the reasons for the appeal of services/placement decisions.
- Appeals must be made in writing to the Assistant Superintendent via email within thirty (30) calendar days of the parent/guardian receiving the results of the evaluation. The Assistant Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the appeal. The Assistant Superintendent or his/her designee's decision will be final.

WRITTEN EDUCATION PLANS

- The written education plan will include:
 - the description of services provided
 - the goals for the students for each service to be provided
 - the methods for evaluating progress toward goals specified
 - the method and schedule for reporting progress to parents
 - the staff responsible for ensuring the delivery of each service prescribed
 - the policies regarding waiver of assignments and re-scheduling of tests
 - and the deadline for the next review of WEP
- A copy of the WEP will be given to parents and staff responsible for providing the service listed.

Acceleration

The Ohio Revised Code section 3324.10 requires that districts put into effect an acceleration policy for advanced students. Acceleration allows students who show mastery of grade-level content to experience above grade-level curriculum that is not normally a curricular option, in order to foster academic growth. Acceleration options include *Early Entrance to Kindergarten, Early Entrance to First Grade, Whole Grade Level Acceleration, Subject Acceleration, and Early High School Graduation*.

In accordance with state regulations, the Iowa Acceleration Scale is used for Whole Grade Level Acceleration to examine cognitive abilities, academic achievement, aptitude scores, data points, and social and emotional well-being of the child. All candidates for acceleration must demonstrate evidence of advanced achievement when applicable.

Students who are accelerated will have a Written Acceleration Plan (WAP) in order to encourage academic success and a successful transition into acceleration. Once the acceleration is complete, the WAP becomes a part of the student's permanent record.

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