

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 Ohio Department of Education and Workforce. 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:

- 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.
- 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.
- 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 attaining a qualifying score on an approved individual or group test of creative ability.
- 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.

Administering Assessments for Identifying Gifted Students

The district meets the ODEW requirements for evaluation of students thus ensuring equal access to screening and further assessment for all district children, including minority and disadvantaged students, children with disabilities and students for whom English is a second language. This includes the use of tests that are valid for special populations including approved assessments in a language other than English or in a non-verbal format. Safeguards are in place to ensure that tests reflect accurate aptitude/achievement for students with physical and sensory disabilities. All testing instruments have been approved by the Ohio Department of Education and Workforce and are administered by qualified personnel, including trained classroom teachers (group testing), gifted coordinator, school psychologist (individual testing) or trained test administrators.

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The district will provide at least two opportunities per year for gifted identification based on referrals from teachers, parents/guardians, peers, others familiar with the student, and students themselves or on performance on whole-grade, district-wide, state-approved standardized tests.

Schedule for Whole Grade Screening Opportunities

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

The district will administer whole grade screening opportunities and reassessment 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. A student's initial assessment will be completed within ninety days of referral. Upon completion of the assessment, the District will notify the parent/guardian about the results and the appeal procedure.

Outside Assessment

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 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.

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.

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District Assessment Instruments

The District must follow policy and procedures established in Ohio Administrative Code 3301-51-15. These rules specify that assessment instruments must come from the list approved by the Ohio Department of Education and Workforce. The assessments most commonly used in Fairview Park City Schools are:

Superior Cognitive Ability and Creative Thinking Ability (Intellectual Ability component)	Grade / Age	Superior Cognitive Identification	Screen Criteria	Creative Thinking Screening
Cognitive Abilities Test (CogAT) Form 7 VQN*	Grade K-1 Grade 2 Grade 3 Grades 4-12	127 128 129 128	124 125 126 125	111 112 113 112
InView - A Measure of Cognitive Abilities	Grades 2-12	128	125	112
Woodcock-Johnson IV (WJIV), Test of Cognitive Abilities	Grades Pre-K-12	127	124	112
Wechsler Intelligence Scale for Children—5th Edition, FSIQ*	Grades K-12	127	124	112
Specific Academic Ability	Grade / Age	Identification Criteria	Screen Criteria	
NWEA- MAP Growth Assessments (Reading and Math)	2-8	95 percentile	92 percentile	
Exact Path (Reading and Math)	3-8	95 percentile	92 percentile	
Iowa Assessments (Grade K - math & reading)	K-12	95 percentile	92 percentile	
Terra Nova, Third Edition, Complete Battery (Gr. K, math & reading)	K-12	95 percentile	92 percentile	
Woodcock-Johnson IV - Tests of Achievement (Broad Reading, Broad Math)	Grades Pre-K-12	95 percentile	92 percentile	
Creative Thinking Ability (Creative Behaviors Checklist component)	Grade / Age	Identification Criteria	Re-assessment	
Gifted and Talented Evaluation Scales, 2nd Ed. Creativity checklist	Grades K-12	111 points	90-110 points	
Visual or Performing Arts Ability	Grade / Age	Identification Criteria	Reassessment	
Dance Gifted and Talented Evaluation Scales, 2nd Edition, Artistic Talent checklist	K-12	111 points	90-110 points	
Ohio Department of Education Rubric	K-12	26 points	20-25 points	
Drama Gifted and Talented Evaluation Scales, 2nd Edition, Artistic Talent checklist	K-12	111 points	90-110 points	
Ohio Department of Education Rubric	K-12	20 points	16-19 points	
Music Gifted and Talented Evaluation Scales, 2nd Edition, Artistic Talent checklist	K-12	111 points	90-110 points	
Ohio Department of Education Rubric	K-12	18 points	14-17 points	
Visual Arts Gifted and Talented Evaluation Scales, 2nd Edition, Artistic Talent checklist	K-12	111 points	90-110 points	
Ohio Department of Education Rubric	K-12	21 points	16-20 points	
* Alternative allowable scores will be considered when appropriate per the technical manual and publisher guide				

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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. Students identified in the current school year may be eligible for placement in a gifted service setting in subsequent years.

District Service	Criteria	Provider	Grades
Cluster Grouping in Reading and/or Math	Specific Academic Ability in Reading and/or Math Superior Cognitive Ability with demonstrated achievement in the academic area of the cluster group	Regular Classroom Teacher with training in gifted education	2, 3, 4, 5
Single Subject Course in Reading and/or Math	Specific Academic Ability in Reading and/or Math 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
Dual Enrollment Opportunities, including but not limited to College Credit Plus	Superior Cognitive Ability and/or Specific Academic Ability	College Instructor/ Adjunct Instructor	7-12
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.