

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

INFORMATION FOR PARENTS

Revised: November 2026

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

Gifted Coordinator: Anne Cleary
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District Website Address: http://www.ofcs.net

DEFINITIONS

A gifted student is defined by the State of Ohio as “one who performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.”

Students are identified as gifted in Ohio in the four categories listed below. The four fields that are included in specific academic ability are: mathematics, reading/writing, science, and/or social studies. The student must have achieved the required score within the preceding 24 months.

Superior Cognitive Ability	Specific Academic Ability	Creative Thinking Ability	Visual/Performing Arts Ability
Score two standard deviations above the mean minus the standard error of measurement on an approved intelligence test, perform at or above the ninety-fifth percentile on a basic or composite battery of a nationally normed achievement test or attain an approved score on an above grade-level standardized, nationally normed test.	Perform at or above the 95th percentile at the national level on an approved standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field.	Score one standard deviation above the mean minus the standard error of measurement on an approved intelligence test and attain a sufficient score, as established by the department of education, on an approved test of creative ability or exhibited sufficient performance, as established by the Department of Education, on an approved checklist by a trained individual of creative behaviors.	Demonstrate to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area AND exhibited to a trained individual sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.

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.
- Students may be referred based on the following:
    - Child request (self-referral), teacher recommendation, parent/guardian request, child referral of a peer, by others (e.g., psychologist, community members, principal, gifted coordinator, etc.), or by performance on district-wide standardized tests.
    - The District will obtain permission for assessment from the parent/guardian and process the necessary paperwork. Parents/guardians 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/guardians 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 2-9 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 and are within 24 months.

APPEALS

- Parents/guardians 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

TRANSFER STUDENTS

- If a student was previously identified in Ohio or another state, parents/guardians need to contact the Gifted Coordinator at 440-427-6572 or acleary@ofcs.net. Once a student has been identified in Ohio, there is no need to re-identify the student.
- The testing must be completed by a qualified professional such as a licensed psychologist. Documentation is required. Parents/guardians are encouraged to share past Written Education Plans and other pertinent records with the school.
- Parents/guardians who have any questions about transfer records of a student to the Olmsted Falls City School District should contact the gifted coordinator.
- Students who transfer to the Olmsted Falls City School District will receive equitable access to gifted services at their grade level, in the manner in which all other students in that grade level, in the manner in which all other students in that grade level receive services.

IDENTIFICATION

TESTING INSTRUMENTS USED FOR SCREENING AND IDENTIFICATION:

The District uses the assessment instruments listed below for screening and identification. The criteria for being identified as gifted in each area are included.

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

Districts identify students as gifted in Superior Cognitive Ability if, within the previous 24 months, a student scores two standard deviations above the mean, minus the standard error of measurement, on an approved standardized intelligence test. All students are screened for gifted identification in the area of superior cognitive ability during grades 2 and 5.

Superior Cognitive Ability and Creative Thinking Part 1				
Assessment	**Grade Levels**	**Qualifying Score**	**Reassessment**	**Creative Thinking**
Cognitive Abilities Test (CogAT) Form 7, VQN Composite *	K-1	127	126	111
	Grade 2	128	127	112
	Grade 3	129	128	113
	Grade 4+	128	127	112
Inview	Grades 2+	128	127	112
Naglieri Nonverbal Ability Test-3rd Edition (NNAT 3)	Grades K-5	126	125	110
	Grades 6-7	125	124	109
	Grades 8-10	126	125	110
	Grades 11-12	127	126	111

Superior Cognitive Ability and Creative Thinking Part 1				
The Differential Ability Scale-NU2 (DAS)	Ages 5 and 7+	127	126	112
	Age 6	126	125	111
Wechsler Intelligence Test for Children-5th Edition -FSIQ*	Ages 6+	127	126	112

*Other composite combinations will be used when appropriate as specified in the technical manual and publisher guidance.

Creative Thinking Ability

A student shall be identified as exhibiting creative thinking ability superior to students of similar age if, within the previous 24 months, the student met a qualifying score on an intelligence test (superior cognitive ability-see Super Cognitive criteria listed above) **and** achieved a qualifying score on a checklist of creative behaviors to identify creativity in students.

Note: Checklists are not provided unless a student meets the required cognitive ability score.

Creative Thinking Ability Part 2			
Assessment	Grades	Qualifying Scores	Reassessment
Gifted and Talented Evaluation Scales, 2nd Edition (GATES 2-Creative Thinking Checklist	K-12	111+	90-110
Gifted Rating Scales, 2nd Edition (GRS-2)-Creative Thinking Checklist	K-12	66+	60-65

Specific Academic Ability

A student who performs at or above the 95th percentile at the national level on an approved standardized achievement test of specific academic ability in that field (reading, math, science, and/or social studies) will be identified as gifted. A student can be identified in more than one specific academic ability field. Reassessment occurs when a student scores in the 94th percentile.

All students are screened in math and reading in grades 2-9, and in grade 11.

Specific Academic Ability		
Assessment	Grades	Subject
Measure of Academic Progress (MAP) Growth	2-8	Reading and Math
PSAT 8/9	Grade 9	Reading and Math
PSAT 10/ NMQST	Grades 10-11	Reading and Math
SAT	Grade 11	Reading and Math
Stanford Achievement Test 10th Edition Complete Battery	Grades K-2	Reading and Math
	Grades 3+	Reading, Math, Science, and Social Studies
Terra Nova 3rd Edition Complete Battery	Grade K	Reading and Math
	Grades 1-12	Reading, Math, Science, and Social Studies

Visual and/or Performing Arts Ability

Districts identify students as gifted in Visual or Performing Arts Ability when a student does both of the following:

- Demonstrates a superior ability in visual/performing arts area through a display of work, an audition, or other performance or exhibition; and Exhibits sufficient performance on an approved checklist of behaviors related to a specific arts area.
- *Note: The Ohio Department of Education & Workforce Handbooks for Identification of Students Who Are Gifted in the Visual/Performing Arts will be used during the*

identification process. Experts in the potential field for identification may assess portfolios and/or performance to ensure quality in identifying superior ability.

Visual & Performing Arts Must meet rubric AND checklist to be identified			
Assessment	Grades	Identification Score	Reassessment Score
Dance Gifted and Talented Evaluation Scales, 2nd Edition (GATES-2)	K-12	111	90-110
Ohio Checklist for Artistic Behavior-Dance	9-12	32	29-31
Ohio Department of Education Rubric	K-12	26	20-25
Theatre Gifted and Talented Evaluation Scales, 2nd Edition (GATES-2)	K-12	111	90-110
Ohio Department of	K-12	20	16-19

Visual & Performing Arts Must meet rubric AND checklist to be identified			
Education Rubric			
Music Gifted and Talented Evaluation Scales, 2nd Edition (GATES-2) Ohio Department of Education Rubric	K-12 K-12	111 18	90-110 14-17
Visual Arts Gifted and Talented Evaluation Scales, 2nd Edition (GATES-2) Ohio Department of Education Rubric)	K-12 K-12	111 21	90-110 16-20

SERVICES

- In Ohio districts are required to identify students as gifted, but are not mandated to provide gifted education services.
- The District's gifted services are accessible to all gifted students who meet the placement eligibility criteria.
- We provide a continuum of services to meet the educational needs of our students, including:
    - Resource Room opportunities for students in grades 1-5. A student must be identified in the areas of superior cognitive ability and reading.
    - Grade and/or subject acceleration, early entrance to Kindergarten, and early high school graduation.
    - Honors and/or advanced courses are available to students who meet district criteria.
    - College Credit Plus (CCP) courses that match an area of gifted identification.

- 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/guardians 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 (WEP)

- 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
    - Explanation of how the WEP is aligned with student strengths and needs

- 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.

Additional information on acceleration is available on the district website.

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