



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

INFORMATION FOR PARENTS

Revised: Spring 2020

OLMSTED FALLS PHILOSOPHY OF GIFTED EDUCATION

The foundation of our American heritage suggests the pursuit of equality and individual worth. However, no two individuals are the same. True equality requires that there be equal respect and freedom for individual uniqueness and equal opportunity to develop unequal abilities to the fullest potential.

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 meeting 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

- 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.
- Children may be referred based on the following:
 - Child request (self-referral), teacher recommendation, parent/guardian request, child referral of 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 results in writing.
- The District shall provide at least two opportunities a year for assessment. Referral packets will be available in building offices and on the District website.
- Students in grades 2 and 5 are screened for superior cognitive ability and creativity. 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 found on the District website.
- Safeguards to insure 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.
- Parents will be notified of results within 30 days of the completion of the testing process.
- Assessment of transfer students will take place within 90 days of written request of a parent.
- 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's 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.

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

Superior Cognitive

Screening Instruments:

- Cognitive Abilities Test Form 7 (CogAT) (127) (Grades K, 3, 7+) (128) (Grades 1-2, 4-6) Students in grades 2 and 5 will be screened using the CogAT

Identification Instruments:

- Cognitive Abilities Test Form 7 (CogAT) (127) (Grades K, 3, 7+) (128) (Grades 1-2, 4-6)
- 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) (Grades K-12)
- Woodcock-Johnson IV, Test of Cognitive Abilities (127) (Ages 2-90)

Specific Academic Ability

Areas assessed: math, reading, science, and social studies.

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.

Identification Instruments:

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

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

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, and 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), Drama (16-19), Music (14-17), Visual Art (16-20)
- Gifted and Talented Evaluation Scale (GATES 2) (Ages 5-18)- Artistic Talent Section Dance (90-110)
- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Grades K-12) Drama-Part VII (54-56), Music-Part VI (37-38), Visual Arts-Part V (59-60)
- **Identification** Instruments:
- Ohio Department of Education Rubric (Grades K-12); Dance (26-30), 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+)
- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Grades K-12) Drama-Part VII (57+), Music-Part VI (39+), Visual Arts-Part V (61+)

Creative Thinking Ability

A student shall be identified as exhibiting creative thinking ability superior to students of similar age, if the student scored 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)
- Or other approved intelligence test
- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)- Part II Creativity (48-50) (Grades K-12) students in grades 2 and 5 will be screened using the SRBCSS
- Scales for Identifying Gifted Students (SIGS)- Scale 6: Creativity (SS 110-119) (Grades K-12)

Identification Instruments:

- Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)- Part II Creativity (51+) (Grades K-12)
- Scales for Identifying Gifted Students (SIGS)- Scale 6: Creativity (SS 120+) (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 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:
 - Cluster grouping for identified gifted students.
 - 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 appeal of services/placement decisions. The appeals process will be followed and parents will be notified of the decision.

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 delivery of each service prescribed
 - the policies regarding waiver of assignments and re-scheduling of tests
 - and the deadline for next review of WEP
- A copy of the WEP will be given to parents and staff responsible for providing 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.