

**FAIRLAND LOCAL SCHOOL DISTRICT POLICY AND PLAN  
FOR THE IDENTIFICATION AND SERVICE  
OF CHILDREN WHO ARE GIFTED**

**DEFINITION**

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code.

**DISTRICT IDENTIFICATION PLAN**

The district accepts referrals, screens and identifies, or screens and reassesses students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creative thinking ability, and/or visual and/or performing arts. 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.

➤ **Superior Cognitive Ability**

**Assessments the district administers that provide for superior cognitive identification (provide at least two for assessment and reassessment purposes):**

InView – A Measure of Cognitive Abilities	ID 128	SCREEN 127
Iowa Tests of Basic Skills (ITBS), Form F, Complete Battery	SCREEN & ID	95 <sup>th</sup> percentile
Cognitive Abilities Test (CogAT), Form 7 VQN Composite	SCREEN & ID	132 (SEM= $\pm$ 3)129
Stanford Achievement Test, 10 <sup>th</sup> Edition, Complete Battery	SCREEN & ID	95 <sup>th</sup> percentile
Wechsler Intelligence Scale for Children –Fifth Ed (WISC-V)	Grades K-12	ID=127

➤ **Specific Academic Ability**

**Assessments the district administers that provide for specific academic identification (provide at least two for assessment and reassessment purposes):**

Stanford Achievement Test, 10 <sup>th</sup> Edition, Complete Battery	SCREEN & ID	95 <sup>th</sup> percentile
Iowa Tests of Basic Skills (ITBS), Form F, Complete Battery	SCREEN & ID	95 <sup>th</sup> percentile
ACT Assessment Program (AAP)	ID =	95 <sup>th</sup> percentile
Criteria	9 <sup>th</sup> Grade	
Criteria	1-12 <sup>th</sup> Grades	

### Creative Thinking Ability

Assessments the district administers that provide for creative thinking identification (provide at least two for assessment and reassessment purposes):

Wechsler Intelligence FSIQ Scales 5th Edition		ID Cutoff 112
Gifted and Talented Evaluation Scales (GATES) (Creative Thinking Section IV)	65 – 82	83 and above
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part II)	48 - 50	51 and above

### ➤ Visual and Performing Arts

Assessments the district administers that provide for visual and performing arts identification (provide at least two for each arts area for assessment and reassessment purposes):

Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part V) Visual Arts	59 - 60	61 and above
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part VII) Drama	54 - 56	57 and above
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS) (Part VI) Music	37-38	39 and above
Gifted Rating Scales (GRS) (Creativity Scale) Dance	60 - 65	66 and above
Gifted and Talented Evaluation Scales (GATES) (Section V) Visual Arts, Drama, Music & Dance	57 - 77	78 and above

## IDENTIFICATION PROCESS

The district shall provide at least two opportunities each year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children.

The district ensures there are ample and appropriate scheduling procedures for assessments and reassessment using:

<b>Type of Assessment</b>	<b>Content Area(s)</b>	<b>Grade Level(s)</b>
• Whole-grade tests	SCA and SAA	Second and Third Grade Screening
• Individually-administered tests	SCA and SAA	K,1,2,3,4,5,6 7,8,9, 10, 11, 12
• Audition, performance	Visual & Performing Arts Music, Dance and Drama	K-12
• Display of work	Visual Arts	K-12
• Exhibition	Visual Arts	K-12
• Checklists	Visual & Perf. Arts	K-12

### Referral

Children may be referred in writing on an ongoing basis, based on the following:

- Child request (self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Child referral of peer; and
- Other (e.g., psychologist, community members, principal, gifted coordinator, etc.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure; and
- Notify parents of results of screening or assessment and identification within 30 days.

### Screening

The district ensures equal access to screening and further assessment of all district children, including culturally or linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children who are English Language Learners. The district uses allowable IEP and 504 accommodations on gifted identification assessments.

### Identification

When the screening assessment has been completed, if the data obtained is from an approved identification instrument and the score meets cut-off scores specified in department of education guidance, the identification decision is made and student's educational needs are determined. Identification scores remain in effect for the remainder of the student's K-12 school experience. The district uses allowable IEP and 504 accommodations on gifted identification assessments.

### Reassessment

When the screening assessment has been completed, if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score, re-assessment for possible identification occurs.

Out of District Scores

The district accepts scores, completed within the preceding 24 months on assessment instruments approved for use by the Ohio Department of Education, provided by other schools and/or trained personnel outside the school district.

Transfer

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal.

Appeal Procedure

An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:

- Screening procedure or assessment instrument (which results in identification);
- The scheduling of children for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents should submit a letter to the superintendent or designee outlining the nature of the concern. The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

DISTRICT SERVICE PLAN

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. **(Include all formal services provided by the district.)**

District Name for Service	Service Setting	Grade Level	Criteria for Service	Service Provider
Fairland Local	<b>Regular Classroom Cluster Group</b>	5 <sup>th</sup> , 6 <sup>th</sup> 7 <sup>th</sup> , & 8 <sup>th</sup> differentiated curriculum	ELA and Mathematics Identified as Superior Cognitive Ability & SA Ability	Teacher
Fairland Local	<b>Regular Classroom with Acceleration</b>	Early Entrance Kdg.and K-12 Academic Acceleration, adopted August 2006	ELA and Mathematics Identified as Superior Cognitive Ability & SA Ability	Teacher

Fairland Local	<b>Regular Classroom AP</b>	11-12	ELA and Mathematics Science and Social Studies. Identified as Superior Cognitive Ability & SA Ability	Teacher in the Building live Face to Face: AP English 3, AP English 4 and AP Biology
Fairland Local	<b>Regular Classroom CCP</b>	7-12	Accu-placer Test criteria	University Faculty
Fairland Local	<b>Regular Classroom Honors/College Prep</b>	9-12	ELA and Mathematics Identified as Superior Cognitive Ability & SA Ability in English, Math, Science & Social Studies	Teacher
Fairland Local	<b>Dual Options</b>	9-12	Accu-placer: ELA, Mathematics, Science & Social Studies. Identified as Superior Cognitive Ability & SA Ability	Teacher or College choice
	<b>Co-teaching Guidance Services</b>			
Fairland Local	<b>Co-teaching Cluster Group</b>	4-12	ELA and Mathematics Identified as Superior Cognitive Ability & SA Ability	Teacher
Fairland Local	<b>Co-teaching Acceleration</b>	K-12	ELA and Mathematics Identified as Superior Cognitive Ability & SA Ability	Teacher
	<b>Co-teaching AP Online</b>	10-12	Identified as Superior Cognitive Ability And Specific Academic Ability	Online: Psychology American Government Macro Econ Micro Econ Spanish Calculus Statistics Chemistry U. S. History
Fairland Local	<b>Resource Room/Pull Out</b>	Grades 6-8	ELA and Mathematics Identified as Specific Academic or Superior Cognitive Ability & SA	Teacher
	<b>College Credit Plus</b>	8 <sup>th</sup> Grade	Sup. Cog. A. & SAA	Algebra I
	<b>Educational Options with GIS</b>			

	<b>Self-Contained Classroom (Whole Grade)</b>			
	<b>Self-Contained Classroom (Single Subject)</b>			
	<i>Other (Use of this option should be rare and is likely to generate a request for additional information.)</i>			

Written Education Plans

When students identified as gifted are reported to parents and the Ohio Department of Education as served, they must have a Written Education Plan in compliance with the *Operating Standards for Identifying and Serving Gifted Students*.

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

DISTRICT ENRICHMENT PLAN

Enrichments are activities purposely designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. They may expand the scope of the regular curriculum or introduce topics not covered in the general education program. Any staff member may be the originator of enrichment, and the student audience will vary depending on interest and ability. Enrichments are not reported to the Ohio Department of Education as gifted services.

IDENTIFICATION AND SERVICE PLAN APPROVAL

District identification and service plans must be sent to the Ohio Department of Education as a part of the annual self-report. The department will review the plans within 60 days of submission. Changes in identification and/or service plan procedures must be reported to the Ohio Department of Education immediately upon revision. The department will review and notify the district within 60 days of receipt of revisions.

School Aboard Approved in March 2020  
 If you have questions, please call your building principal or  
Roni Hayes, Superintendent  
 at 740-886-3100