

District Contact Information

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***FAIRLAND LOCAL  
DISTRICT POLICY  
FOR THE IDENTIFICATION OF AND  
SERVICES FOR  
STUDENTS WHO ARE GIFTED***

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## **Information for Parents**

**(Gifted Operating Standards 3301-51-15  
School Board approved March 2020)**

“Gifted” means students who perform at remarkably high levels of accomplishment when compared to others of their age or experience and who are identified under Section 3324.03 of the Ohio Revised Code.

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The District uses approved instruments to screen and identify students who may be gifted. These tests/instruments pursuant to ORC 3324.01-07 are listed in a brochure titled: *Assessment Instruments Used for Gifted Identification*.

#### Referrals:

The Fairland District twice annually conducts a whole grade screening of second and third grade students to identify those with Superior Cognitive, Specific Academic or Creative thinking ability. The NWEA-Measures of Academic Achievement and additional approved individual and group administered tests for students who require further testing are available.

Children may be referred on an ongoing basis by the parent or teacher. Referral forms may be obtained from the principal’s office. The District shall provide at least two opportunities a year for assessment in the case of children requesting assessment.

The District selects instruments that will allow for appropriate screening and identification of children who are culturally and linguistic diverse, children from low socio-economic status and children with disabilities. When necessary, tests are administered in a student’s native language.

The tests are administered by qualified personnel in conformance with the instructions provided by the publisher of the assessment instrument. The district will follow the process as outlined in our policy to notify parents of the results of screening or assessment and identification within 30 days of referral.

The District shall ensure that any child transferring into the district will be assessed within ninety days of the transfer at the request of the parent. The district accepts scores on assessment instruments provided by other schools, provided the tests are on the ODE’s approved list.

The Fairland Local School District adopted the state of Ohio’s “Model Student Acceleration Policy for Advanced Learners” in August, 2006.

The District updated the Iowa Acceleration Scale in June 2012, to the 3<sup>rd</sup> Edition for identification of students who may qualify for Whole-grade Acceleration in grades Kindergarten through grade 8. This is the tool for Early Entrance to Kindergarten.

The District has an appeals process in place whereby a parent may request a reconsideration of the decision of any part of the identification process which includes screening, identification or service. If the issue is not resolved at the building level, an appeal must be submitted in writing to the superintendent. The District will issue a written decision within 30 days of the appeal.

## **SERVICES**

### **DISTRICT INFORMATION THAT DESCRIBES THE FOLLOWING POINTS: ORC**

The District uses assessment instruments for screening and identification pursuant to ORC 3324.01-07. These instruments are listed in parent brochure “Assessment Instruments Used for Gifted Identification.”

The District conducts a whole grade screening of all district students in the second grade and third grade using the NWEA-Measures of Academic Achievement. Criteria for determining eligibility are listed in the parent brochure “*Assessment Instruments Used for Gifted Identification.*” The district uses allowable IEP and 504 accommodations on gifted identification assessments.

The District shall ensure equal opportunity for all children identified as gifted to receive any or all services offered by the district.

The District’s Gifted Service Plan for Superior Cognitive Ability, Specific Academic Ability and Creative Thinking Ability states that all students who meet the criteria will be served. No student will be excluded based upon subjective criteria.

#### **The Service Delivery Options include:**

- Guidance Services
- Integration in grades 6-8, provided by a Gifted Intervention Specialist or a regular classroom teacher who has had professional development in Differentiated Curriculum.
- Co-Teaching Clustering in the regular classroom with services of GIS Grades 5-12
- Individualized Instruction
- Independent Investigation Course

- TAG Camp, Quiz Bowl, Model United Nations, Medieval Festival and other Special Programs
- Co-teacher AP Online
- After School Enrichment Clusters
- Early Admission – Early Entrance to Kindergarten or First Grade
- Academic Acceleration Policy, adopted August 2006

The District Plan for Instruction: Service Delivery Options through general education K-12:

- Regular classroom-differentiated curriculum
- Grade acceleration, early entrance to kindergarten or first grade, subject acceleration, or early graduation from high school per district acceleration policy approved under section 3324.10 of the Revised Code.
- Dual enrollment opportunities including but not limited to College Credit Plus; Face to Face; Point to Point & On Line
- Regular Classroom CCP
- Dual Options 9-12: ELA, Math, Science & Social Studies
- Honor Classes/Advanced Placement at grades 11-12: AP English 3, AP English 4 and AP Biology
- Other: Power of the Pen, Science Fairs, Quiz Bowl, Community Service Projects and Early College Experiences
- After School Programs
- Computer-based Instruction
- Academic Acceleration
- Co-Teaching AP Online

Kindergarten, first, second, third, fourth and fifth grade students receive instruction from their regular classroom teacher. The school will provide a differentiated curriculum taught by a general education teacher in collaboration with a Gifted Intervention Specialist.

Sixth, seventh and eighth grade gifted students may attend accelerated Math or Language Arts instruction from a regular classroom teacher with differentiated instruction. The Instructor will have ongoing support from an educator with gifted licensure. Instructional time for all service settings must be commensurate with district instructional time for similar subjects, grade levels and settings.

High School: Ninth, tenth, eleventh and twelfth grade gifted students may elect an independent investigation course. Some students have a mentor and meet periodically for a seminar.

- **Withdrawal process:** If at anytime, a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. Upon receipt of the request for withdrawal, the school will convene a meeting to discuss educational alternatives, and meet with the parents. The parents have the final decision.

## **WRITTEN EDUCATION PLANS**

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- A written education plan (WEP) will be developed for each student: Gifted services shall be based upon the student's area(s) of identification and individual needs and be guided by a WEP. The District shall provide parents with periodic reports regarding the effectiveness of the services provided in accordance with the gifted student's WEP.
- The WEP shall provide a description of the services to be provided including:
  - (a) Goals for the student in each service specified including, but not limited to, academic goals;
  - (b) Methods for evaluating progress toward achieving the goals specified; and
  - (c) Methods and schedule for reporting progress to parents.
- The WEP shall specify staff members responsible for ensuring that services are delivered.
- The WEP shall specify a date by which the WEP will be reviewed for possible revision.
- **Waiver of Assignments Policy:** Fairland Local School District recognizes that gifted students need differentiated curriculum and instruction and support services in order to fully develop their cognitive abilities or to excel in a specific content area, including opportunities to exceed grade level academic indicators and benchmarks. (OAC 3301-15-51 (D)) Students who participate in gifted services are not assigned work missed in the regular classroom if this work: provides practice or review; has been mastered; or would be mastered

easily if presented in another format. The program provides for the scheduling of tests missed while participating in any gifted service provided outside the general education classroom.

- Parents and all educators responsible for gifted education services to student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.

**This brochure should be used with: *Notice for Parents: Assessment Instruments Used for Gifted Identification***